DOCUMENT RESUME

ED 428 001 SO 029 476

AUTHOR	Myers, Robert E.
TITLE	Multiple Ways of Thinking with Social Studies.
ISBN	ISBN-1-56976-054-3
PUB DATE	1997-00-00
NOTE	182p.; Illustrated by Ernie Hager.
AVAILABLE FROM	Zephyr Press, 3316 N. Chapel Avenue, P.O. Box 66006, Tucson, AZ 85728-6006; Tel: 800-232-2187 (Toll Free).
PUB TYPE	Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Class Activities; *Creative Thinking; *Critical Thinking; Intermediate Grades; Junior High Schools; Learning Activities; Middle Schools; *Skill Development; *Social Studies; *Thinking Skills

ABSTRACT

This book offers 79 units that stimulate the development of attitudes and skills that facilitate creative achievements among students as they work in the discipline of social studies. A thinking skills chart is included in order for teachers to select particular units depending upon the desired learning outcome. The subjects taught throughout the units include civics, geography, contemporary issues, sociology, psychology, ethics, and futurism. A section called "To the Teacher" explains the importance of attitudes, preferred ways of learning in the disciplines, the importance of practice, the role of evaluation in creative thinking, and the teacher's role as co-author. (BT)

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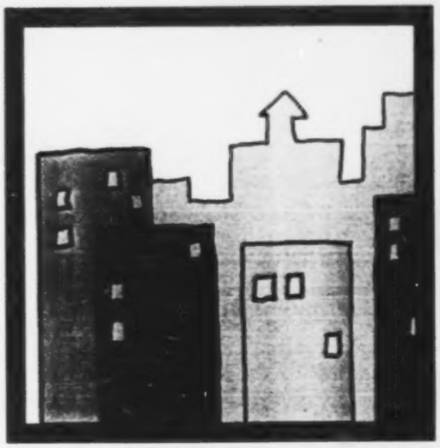
MULTIPLE WAYS OF THINKING WITH SOCIAL STUDIES



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Robert E. Myers

Multiple Ways of Thinking with Social Studies

Robert E. Myers

Illustrated by
Ernie Hager

Zephyr
Press®

Reaching Their Highest Potential
Tucson, Arizona

To my sister Shir—
for her love and support
through the years.

Multiple Ways of Thinking with Social Studies
Grades 4–8

©1997 by Zephyr Press

Printed in the United States of America

ISBN 1-56976-054-3

Editors: Stacey Lynn and Stacey Shropshire
Cover design: Stirling Crebbs
Illustrations: Ernie Hager
Design and production: Daniel Miedaner
Typesetting: Daniel Miedaner

Zephyr Press
P.O. Box 66006
Tucson, AZ 85728-6006

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Library of Congress Cataloging-in-Publication Data are available.

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Foreword

Almost all serious scholars of creative behavior agree that attitude and skills are important in creative achievement. Throughout his long career, R. E. Myers has been a master at stimulating the development of the attitudes and skills that facilitate creative achievements. This book is itself a creative achievement because in ingenious ways, it spurs young people to use their intelligences. It affords students a great deal of practice in using creative and critical thinking skills as they work in this discipline.

In the fields of creativity testing, creative learning and teaching, and creative achievements in adult life, my associates and I have developed devices that aim to accomplish specific outcomes. We have regarded the following functions as most important in helping teachers and others do a better job: making teachers, psychologists, students, and parents aware of the most important creative abilities/skills that need to be developed or practiced; making them aware of the student's strengths for creative learning and problem solving; making them aware of gaps or deficits in the student's repertoire of creative abilities/skills; providing a basis for generating learning activities and planning instruction; and providing a basis for generating evaluation procedures that assess not only the traditionally tested types of outcomes but also some of the more elusive objectives of education.

A list of abilities or skills follows and is elaborated on in my *The Search for Satori and Creativity* and *The Incubation Model of Teaching* (Torrance 1979a; Torrance and Safter 1990). The skills are all to be found in Myers's exercises in this book. I am sure that there are other creative abilities or skills, and some of those listed will in time be renamed.

finding the problem
producing alternatives (fluency)
being original
being flexible
abstracting (highlighting the essence)
elaborating
keeping open (delaying closure)
being aware of and using emotions
putting ideas into context
combining and synthesizing
visualizing richly and colorfully
fantasizing
using movement and sound
looking at things from a different perspective
visualizing things internally
extending boundaries
using humor
respecting infinity

I am also sure these abilities or skills will be called forth most effectively in response to the activities in this book and to the subject matter.

E. Paul Torrance
April 10, 1995

Introduction

The units in this book are not organized in a conventional way for a social studies book. I could have put them in sections under the headings *civics, geography, contemporary issues, sociology, psychology, ethics,* and *futurism.* I deal with these subjects in the questions I pose to students. Often, however, the units will have elements of two or more subjects, as always happens. For instance, when teachers teach history and geography, they find that the two subjects are inseparable. By scanning the list of topics in the contents, you will readily note the wide range. I sincerely hope most of these topics will give you ideas for enlivening your curriculum and motivating your students to think.

I recommend that you read the units that interest you. As you do, you will note that not only is there a wide range of topics in the book but also that the levels of complexity and difficulty vary considerably from unit to unit. By offering such variety, I have endeavored to allow you to tailor the material to the abilities and backgrounds of your students.

I urge you, in addition to selecting units that seem best suited to your curriculum and students, to modify any of the units that can profit from your altering, deleting, or expanding. You are the best judge of how appropriate any of my ideas will be for your students. A word of caution, however: because of the nature of many of the activities, there will be some surprises in store for you when your students respond to my invitations to think both creatively and critically about their world.

To the Teacher

The Critical Importance of Attitudes

In the past twenty-five years and more a tremendous amount of writing has appeared in popular and professional publications concerning the nurturing of creativity. Whatever else has been said, or can be said, the *attitudes* that exist in any situation are the most important elements in creative production. In the classroom the individual student's attitude, the teacher's attitude, and the attitudes of the student's classmates concerning his or her ability to produce ideas are all-important. If the student has an attitude that his or her ideas are worthwhile and if the student's teacher and classmates reinforce this attitude, positive things will happen, if only to the student's sense of self-worth. Conversely, no one is more vulnerable to harsh criticism than the person who reveals his or her original ideas, for those ideas tell everyone who he or she is.

Some clear-headed critics have noted the apparent paradox in the devising of methods, systems, programs, and the like for freeing creative abilities. They point out, quite correctly, that these formulations are antithetical to the spirit of creativity. My defense for books such as this one is that through their use, students and teachers alike often discover hidden talents in students who heretofore hadn't been known to have them.

Even a contrived activity in producing novel ideas is more conducive to the development of a talent, however slight, than is an exercise in repeating or retrieving someone else's information. In a perfect world, everyone could discover his or her talents by progressing through a series of experiences that would thereby inevitably help the individual to develop those talents. Our world often seems to be designed to discourage or even snuff out the talents of too many individuals. *Multiple Ways of Thinking with Social Studies* is an attempt to give the student an opportunity now and then to express ideas that might otherwise not be expressed.

Preferred Ways of Learning in the Disciplines

Most educators nowadays agree that teachers are most effective in teaching thinking skills when the skills are employed naturally by students who are engaged in activities in the regular curriculum. That is why *Multiple Ways of Thinking with Social Studies* is comprised of activities in social studies.

THINKING SKILLS CHART

UNIT	Being Sensitive/Finding the Problem	Producing Alternatives	Being Flexible	Being Original	Highlighting the Essence	Elaborating	Keeping Open	Being Aware of Emotions	Putting Ideas into Context	Combining and Synthesizing	Visualizing Richly and Colorfully	Enjoying and Using Fantasy	Making It Swing, Making It Ring	Looking at It in Another Way	Visualizing Internally	Breaking Through/Extending Boundaries	Letting Humor Flow	Orienting to the Future	Analyzing	Making Judgments	Hypothesizing
1. Five Folks																					
2. Sometimes It Works Both Ways		✓																			
3. For a Lifetime				✓							✓	✓							✓	✓	
4. Where Do They Belong?										✓				✓							
5. A Picture of a Living Thing				✓					✓	✓				✓					✓		
6. Stated Another Way												✓		✓							
7. Campaign Songs														✓	✓						
8. Presents								✓											✓	✓	
9. Exploring								✓											✓	✓	
10. Election Night																					
11. Surprises			✓				✓												✓	✓	
12. To the Sheep Barn				✓															✓	✓	
13. Hot Chutes				✓								✓									
14. Young and Old				✓															✓	✓	
15. Our Twin				✓															✓	✓	
16. What Can You Do?							✓														
17. Celestial Living				✓																	
18. Waiting for the Mail				✓																	
19. Band-Aids Abandoned				✓															✓	✓	
20. Sensible Foolishness				✓															✓	✓	
21. Vocations							✓												✓	✓	
22. My Favorite Thing		✓							✓										✓	✓	
23. Beep Beep																					
24. Monkey Shines	✓			✓						✓									✓	✓	
25. All Together Now	✓							✓											✓	✓	
26. A Long-Tailed Story	✓						✓												✓	✓	
27. Jean Arnold									✓										✓	✓	
28. Kuh-Whee	✓									✓									✓	✓	
28. Kuh-Whee						✓			✓										✓	✓	

THINKING SKILLS CHART

(CONTINUED)

UNIT	Being Sensitive/Finding the Problem	Producing Alternatives	Being Flexible	Being Original	Highlighting the Essence	Elaborating	Keeping Open	Being Aware of Emotions	Putting Ideas into Context	Combining and Synthesizing	Visualizing Richly and Colorfully	Enjoying and Using Fantasy	Making It Swing, Making It Ring	Looking at It in Another Way	Visualizing Internally	Breaking Through/Extending Boundaries	Letting Humor Flow	Orienting to the Future	Analyzing	Making Judgments	Hypothesizing
29. **Enough Already!**	✓										✓								✓	✓	✓
30. Stretching Out			✓																		
31. **Moving**	✓			✓														✓	✓	✓	
32. Working Initially	✓			✓															✓	✓	
33. **The Problem of Poverty**			✓	✓	✓																
34. Utah or Maine?	✓																		✓	✓	
35. **Shoes**			✓																✓	✓	
36. Canine Thinking				✓									✓						✓	✓	
37. **Circle Back to Fish Camp**			✓							✓									✓	✓	
38. Product Improvement				✓						✓											
39. **Let's Save**		✓							✓		✓										
40. A Town's Dilemma		✓		✓										✓					✓	✓	
41. **At the Right Time**										✓									✓	✓	
42. Monthly Puzzles			✓																		
43. **Elephants**			✓																		
44. Interiors			✓																✓	✓	
45. **Look at It Another Way**				✓							✓										
46. Community Workers		✓														✓			✓	✓	
47. **Ka-Boom**			✓	✓							✓			✓					✓	✓	
48. The Pilfered Painting		✓	✓							✓	✓		✓	✓					✓	✓	
49. **All Even**		✓																	✓	✓	✓
50. Public Information			✓																		
51. **Cheating**										✓									✓	✓	
52. Burgeoning Barristers		✓			✓														✓	✓	
53. **The Clowns**		✓	✓							✓											
54. Fooling the Fuzz						✓													✓	✓	
55. **No Contest!**						✓													✓	✓	
56. True or False?														✓					✓	✓	

THINKING SKILLS CHART

(CONTINUED)

UNIT	Being Sensitive/Finding the Problem	Producing Alternatives	Being Flexible	Being Original	Highlighting the Essence	Elaborating	Keeping Open	Being Aware of Emotions	Putting Ideas into Context	Combining and Synthesizing	Visualizing Richly and Colorfully	Enjoying and Using Fantasy	Making It Swing, Making It Ring	Looking at It in Another Way	Visualizing Internally	Breaking Through/Extending Boundaries	Letting Humor Flow	Orienting to the Future	Analyzing	Making Judgments	Hypothesizing
57. Brave Toes	✓								✓										✓	✓	
58. J. F. M.				✓														✓	✓	✓	✓
59. Wasting Away						✓													✓	✓	
60. Music on the Job																		✓	✓	✓	✓
61. The Things People Say	✓																		✓	✓	
62. Black or Blue				✓															✓	✓	
63. Greed				✓															✓	✓	
64. Using It Up	✓																		✓	✓	
65. Spoiling a Treasure				✓																	
66. Sleuthing				✓		✓													✓	✓	
67. Gratuitous Gifts	✓																		✓	✓	
68. A City of Animals			✓											✓					✓	✓	
69. Poison								✓								✓			✓	✓	
70. What Do You See?														✓			✓		✓	✓	
71. Shocking																	✓		✓	✓	
72. The Big Red Truck		✓																			
73. Rapid Growth				✓								✓							✓	✓	
74. Locked Out		✓												✓				✓	✓	✓	✓
75. Relaxed Tension																	✓		✓	✓	✓
76. Emotion	✓																		✓	✓	✓
77. Signs of Success	✓	✓																	✓	✓	
78. Occupational Evolution									✓						✓				✓	✓	
79. In Two Places at the Same Time				✓															✓	✓	

It is also apparent that more thinking skills are utilized when students are allowed to use their preferred sense modalities, thus ensuring them of more successful experiences in acquiring skills, abilities, and information. The current emphasis upon the importance of appealing to the many intelligences of young people is most welcome.

For more than three decades I, in collaboration with E. Paul Torrance, have attempted to incorporate activities that involve young people in drawing, manipulating, acting, singing, dancing, constructing, touching, and interacting with all kinds of people. *We have believed that the key to unlocking a child's potential is, and always has been, in allowing her or him to succeed.* By providing a wide range of opportunities for the young person to express her- or himself, a teacher can greatly increase the chance that she or he will succeed.

This book calls for all of Gardner's seven intelligences (Gardner 1993; Armstrong 1994) in a multimodal approach to stimulating learning. The emphasis, however, is upon the creative thinking skills described by E. Paul Torrance in *The Incubation Model of Teaching* (1990) and in his test manuals (Torrance 1979b). I have attempted to encourage each of those eighteen skills in the units that follow. I have listed the thinking skills called for in *Multiple Ways of Thinking with Social Studies* in the previous section.

The Importance of Practice

As is the case with all skills, creative and critical thinking skills must be practiced in order for individuals to benefit from them. In the laboratory and in the classroom, there has been abundant evidence that all skills have to be developed by deliberate, direct attention. To illustrate the importance of practice, I can cite the experiences of the students of an entire school, Twin Hills Middle School of Sebastopol, California. After being among the lowest in the state in a test of basic skills, with only 35 percent of its students managing to score "proficient" or better in writing, in only two years they improved to second highest in the state in math, with 61 percent, and highest in their county in reading, with 78 percent.

After the students had scored so poorly on the statewide tests, the teachers and administrators of Twin Hills Middle School decided that the low scores were unacceptable and embarked on a program that was astoundingly successful. Students produced autobiographical essays and poems. They composed math and science reports, explained how they had analyzed statistics, created miniature history books for younger students, and penned mock letters about math data to government officials. In math classes students kept math journals to explain how they calculated their answers. Sometimes they were given an answer "Jeopardy"-style and had to write their own questions. In one project, students made paper airplanes and recorded their landing accuracy by launching them toward a wall. For their final exam, students analyzed the statistics they had gathered and wrote reports for NASA recommending certain aircraft licensing. They had to support their reports with math statistics and written explanations. Posters lined the walls of classrooms for other projects, such as the one in which students wrote mock letters to the secretary of the navy to explain results to math problems. Quite simply, the program was a success because students wrote—and therefore thought—about all of their studies.

The Role of Evaluation in Creative Thinking

You will note that critical thinking skills are listed along with the creative thinking skills in the chart. It isn't said often enough that critical thinking is a necessary component of creative thinking. The evaluation stage of the creative process is crucial to the final production of something worthwhile. In contrast to some writers, however, I don't believe creative thinking is a necessary component of critical thinking, at least when the primary focus and/or motivation is to evaluate. A critical set can vitiate creative production.

As a teacher, you may often be puzzled to know how to react when a student produces a truly imaginative response to an assignment. Most of the units in this book encourage speculative responses, so you may wonder how to evaluate them. Inasmuch as these units often require investigation and critical thinking as well, you may have a problem if you are attempting to grade your students' responses. I sympathize with you. Here are only a couple suggestions, but I hope they will help.

It has become traditional practice for teachers to eschew premature evaluation and not try to grade creative productions in their early stages. In the case of a unit that deserves your personal interaction with a student, you can follow the procedure of the English psychologist Edward de Bono (1974). He believes you should begin an evaluation with some kind of praise for the effort of the student. Then you should ask for clarification of unclear, incorrect, or undeveloped elements. Following that phase, you can criticize—gently—those elements most in need of correction, restructuring, or deletion. The fourth and final phase consists of encouraging the student to amplify a solution, to fill in gaps, to redefine the problem, to press his or her thinking further, or to do whatever else is needed in order to obtain a satisfactory product. When you have completed this procedure, a grade—if a grade is necessary—can be given to the student's efforts.

Often a unit will have elements that can be readily assessed. Is there evidence that the student (a) understood what was being asked, (b) attempted to utilize available resources to come up with a satisfactory solution or product, and (c) went beyond the minimal requirements of giving an answer? Regardless of how accurate or realistic the response is, there should be evidence of thinking about the questions of the unit, and we hope the thinking was penetrating and far reaching. This process will take effort on the part of students and, although it can't actually be equated with a grade, you can evaluate that effort.

Your Role as Co-Author

What I have attempted to do in this book is to give some very explicit procedures for encouraging students to think both creatively and critically. I have also provided a pedagogical framework that undergirds the units. I hope to have explained the "why" as well as the "what" and "how" of using the units. You can present these ideas for stimulating thinking at whatever occasions seem propitious. I ardently hope you will familiarize yourself with the units, noting the ones that seem likely to accomplish whatever objectives you have for your class during the year. You can use a number of units on any occasion when you think they will foster learning. Others may be used most effectively when events and circumstances make their administration timely.

I have tried to select topics that will interest your students, but, since I don't know them, I will probably miss the mark more than once. To ensure the success of those units you think may be most promising, I encourage you to modify and adapt them in your own way. It seems reasonable to me that, since you know your students' abilities and backgrounds, you can improve nearly everything in this book. I urge you to do so whenever you see the opportunity.

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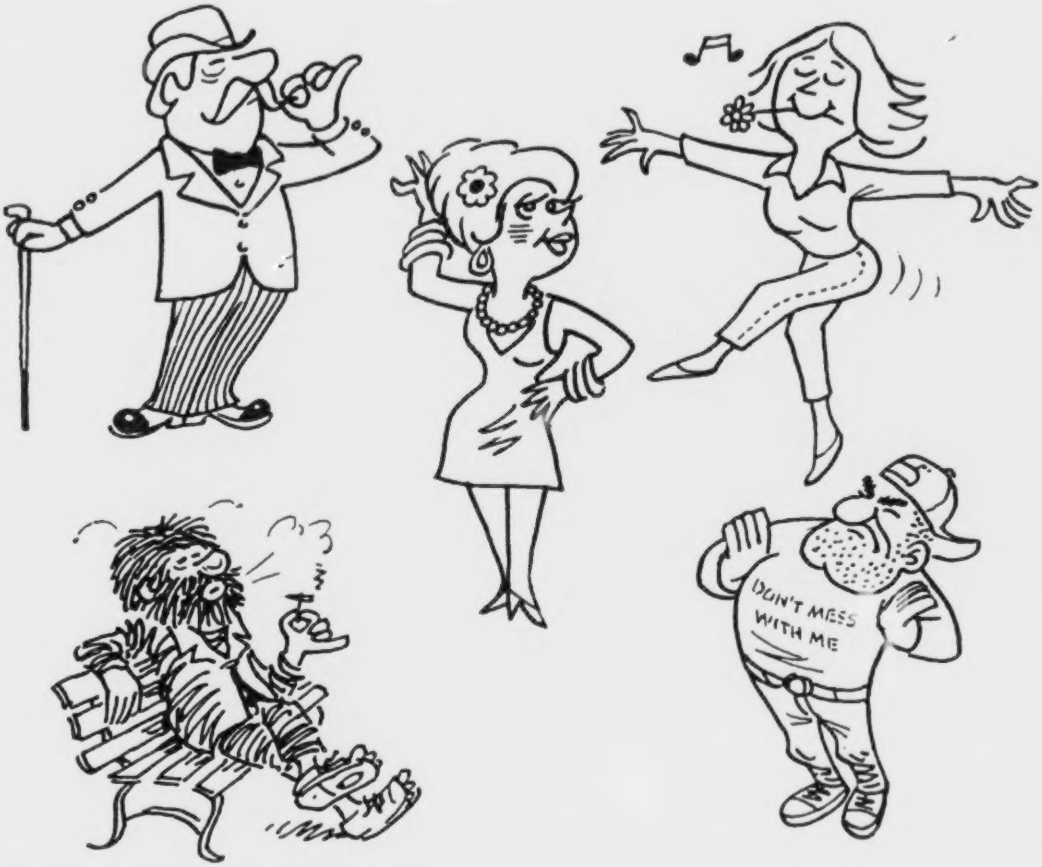
Multiple Ways of Thinking with Social Studies

Student Activities Section

Name ______________________________

1 Five Folks

Below are drawings of five people.



Which one doesn't wear socks? ______________________________

Why do you think so? ______________________________

Which one, in your opinion, likes to play checkers? ______________________________

Why do you think so? ______________________________

Which one makes candy at home every day? ______________________________

Why do you think so? ______________________________

(Continued)

Name ______________________________

Which one has never owned a pet? ______________________________

Why do you think so? ______________________________

Which one wears green on Sundays? ______________________________

Why do you think so? ______________________________

Which one can't say *library* correctly? ______________________________

Why do you think so? ______________________________

Which person tells lies to little kids? ______________________________

Why do you think so? ______________________________

Which one likes vanilla ice cream better than he or she likes chocolate ice cream?

____

Why do you think so? ______________________________

Which one likes old movies? ______________________________

Why do you think so? ______________________________

How much can you really tell from a person's appearance? ______________________________

____

____

____

Could any of your guesses be wrong? About which guesses are you unsure? Write your second guesses in parentheses, then ask a friend what he or she thinks.

Which of the five folks would you like to know? Circle their names. Would you like to know all of them? Why or why not? ______________________________

____

____

Ask a friend which ones he or she would like to know. Underline in red those you both would like to know.

Name ______________________________

2

Sometimes It Works Both Ways

Mr. Ling didn't usually accompany his wife shopping, but on this particular Monday he thought he'd be sociable and go to the city's big department store with her. A 24-hour storewide sale for special customers was going on, and Mrs. Ling wanted to buy "one or two things." Since his wife was an avid shopper, Mr. Ling also wanted to keep an eye on the sales receipts.

Arriving only an hour before the end of the sale (Mr. Ling had purposely delayed their departure for as long as he could), the couple approached a counter. Mrs. Ling saw a very attractive blouse. She reached into her purse but, to her dismay, found that she had forgotten the coupon that would allow her to get a 20 percent discount. Going back home was out of the question because it was a 30-minute drive to their house. Mrs. Ling was terribly upset.

As fate would have it, just as his wife was about to leave the store, Mr. Ling glanced down and saw on the floor an envelope like the one his wife had forgotten. Opening it, he saw that a coupon was inside. Mrs. Ling could now buy whatever she wanted at a 20 percent discount. For Mr. Ling, finding the coupon was indeed a mixed blessing.

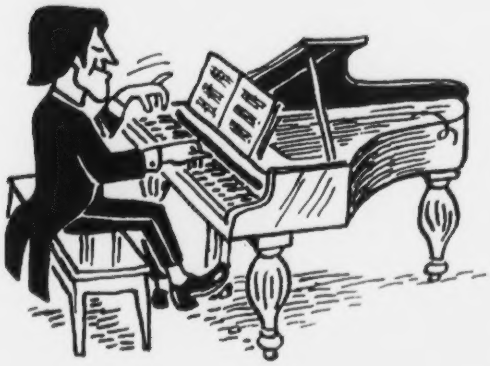
You have probably had a few experiences similar to Mr. Ling's, when an apparent stroke of good luck had some elements that weren't so fortunate. Examine the following situations and tell how they could be considered mixed blessings.

(Continued)

Name ______________________________

being given a dog with a pedigree ______________________________

____



being a very good piano player ________

____

____

being extremely good looking ________

____

____

winning $2,000 in a lottery ________

____

____

striking oil accidentally in your backyard ______________________________

____

being awarded a scholarship by a nearby college ______________________________

____

There will be many developments in the future that will change the way we live. Some will seem like a boon at first, but upon further reflection, may turn out to be a mixed blessing. A number of people, for example, think television is a mixed blessing. Take a good look at the predicted developments that follow, then choose the one that you think is most important or most interesting. Tell what you think the advantages and disadvantages of it might be.

Predicted Developments

- a 20-hour work week
- automated assembly lines for cars, trucks, and other vehicles
- twice as many people living on Earth during the next century
- the warming of Earth because of the increasing amounts of carbon dioxide in the atmosphere
- rapid depletion of oil reserves
- ordering goods and services through your television
- increased inflation in industrialized countries

(Continued)

Name ______________________________

Disadvantages

____

____

____

____

____

Advantages

____

____

____

____

____

Now that you have given some thought to what might be the advantages and disadvantages of the development you chose, research your topic more thoroughly. Then, using the information you gather, write a research report of your findings. Guidelines for doing your research follow.

GUIDELINES FOR RESEARCH

1. **READ**
   Read carefully. Take notes on points you think are particularly important.

2. **THINK**
   Don't believe everything you read. Incorrect and misleading information is sometimes found in print. Examine what you read with a critical eye.

3. **CHECK**
   If what you read seems implausible or illogical, try to determine how valid it is by comparing it with other sources of information, learning the qualifications of the author or editors, examining the date of publication, and determining whether the material is well supported.

4. **UNDERSTAND**
   Try to grasp the substance of the material you read. If the author has a purpose in presenting ideas, try to discover what that purpose is. Find someone, such as a teacher, parent, or librarian, to help you interpret difficult passages. Try to get an overall idea of your material.

Name ______________________________

3

For a Lifetime

Is there anything of which you can say, "That will be there for the rest of my life"? What about a building? Or a bridge? But how many institutions, services, and conveniences will be there for the rest of your life? Once we called businesses where gasoline was sold "service stations," but now very few of them offer any service aside from exchanging your money for the gasoline. Telegrams used to be delivered to a person's front door. How are they delivered now? We still have services, but which of them will last throughout your lifetime? Do you think the following will be delivered to your front door for the rest of your life? Explain why or why not.

flowers (and balloons) ______________________________

mail ______________________________

pizza ______________________________

Amway and Avon products ______________________________

newspapers ______________________________

Which of the following institutions will exist throughout your lifetime? Explain why they will or won't last.

schools ______________________________

religious organizations ______________________________

hospitals ______________________________

fraternal organizations (Elks, Eagles, Moose, and so on) ______________________________

____

youth organizations (YMCA, YWCA, CYO, Scouts, and so on) ______________________________

____

libraries ______________________________

prisons ______________________________

animal shelters, SPCA, pounds, and so on ______________________________

____

(Continued)

Name ______________________________

Which of the following conveniences will be available to you throughout your lifetime? Explain why or why not.

telephones ______________________________

hair dryers ______________________________

calculators ______________________________

cameras ______________________________

videotape recorders ______________________________

food processors ______________________________

music boxes ______________________________

microwave ovens ______________________________

credit cards ______________________________

quartz watches ______________________________

Which of the following pastimes will endure throughout your lifetime? Explain why they will or will not.

fishing ______________________________

watching television ______________________________

hiking and backpacking ______________________________

scuba diving ______________________________

motorcycle riding ______________________________

skateboarding ______________________________

social dancing ______________________________

stamp collecting ______________________________

windsurfing ______________________________

automobile racing ______________________________

watching professional football ______________________________

swimming ______________________________

attending professional boxing matches ______________________________

hang gliding ______________________________

jumping rope ______________________________

27

Name ______________________________

4 Where Do They Belong?

Few of us would want to have a picnic in a bus depot or celebrate Independence Day in March. "There's a time and place for everything," the saying goes. That may or may not always be true, but we do consider some behaviors and activities appropriate in some situations and not in others.

In the chart are some activities in which people take part every day. Indicate where the activities might be appropriately conducted by marking the boxes under the options on the right. In some cases you may want to select more than one option for the event.

	day or night	on land, in the air, or on water	private or public circumstances	indoors or outdoors	country or city	winter, summer, spring, or fall
holding a political rally						
confiding a personal secret						
announcing a scientific breakthrough						
having a wedding reception						
dedicating a municipal building						
playing bridge						
writing a personal letter						
purchasing a car						
listening to a flute recital						

USE ME NOW, BUT GOOD! MY DAYS ARE NUMBERED, TOO, Y'KNOW!

(Continued)

Name ________________________________

Where and when would you *never* want to hold a political rally?

____

confide a secret? ________________________________

announce a scientific breakthrough? ________________________

have a wedding reception? __________________________

dedicate a municipal building? ________________________

play bridge? __________________________________

write a personal letter? ____________________________

purchase a car? _________________________________

listen to a flute recital? ___________________________

Put those nine activities into situations different from that in which they are usually carried on, a context where they might be carried on quite successfully. Describe the context for each of the activities.

holding a political rally ____________________________

confiding a secret _______________________________

announcing a scientific breakthrough ____________________

having a wedding reception __________________________

dedicating a municipal building ________________________

playing bridge __________________________________

writing a personal letter ____________________________

purchasing a car ________________________________

listening to a flute recital ___________________________

Name ____________________________________

5

A Picture of a Living Thing

You have heard that creatures like us might live in space somewhere. You have also heard that some people think that they have seen things that show these creatures have visited Earth.

Let's imagine that a creature from outer space came to Earth and wanted to return home with a picture of what living things on Earth look like. Draw what you think it saw.

It was a picture of a living thing near water. The creature from outer space could not tell how big the living thing on Earth was. It was mostly pink, but it was white in two places. The living thing had two sides that were quite different. The picture showed the front side. Add more to the picture you have drawn.

There was a clump of something dark at the top of it. Just below the clump were three pieces sticking out in three different directions. Five little red spots could be seen at the end of a part that was next to the water. The other part was just inside the water. Go back and draw some more of your picture.

What was the living thing in the picture? ______________________________

____

What was the living thing doing? ______________________________

____

____

____

Name ______________________________

6 Stated Another Way

Frankie became frazzled.

Shirley was suddenly sheepish.

Orville turned ornery.

Myron's mood was morbid.

What do you notice about the four sentences? ______________________________

____

When two or more words in a group of words start with the same sound, it's called *alliteration*. Some writers are fond of the device. Some are a little too fond of it. Following are some statements about three states.

Arizona is awfully arid.

Montana has many mountains.

Oregon's ore isn't all gone.

See if you can make up similar statements about the following states.

Alaska ____

____

Nevada ____

____

Delaware ____

____

Arkansas ____

____

31

(Continued)

Name ______________________________

Washington ______________________________

____

Hawaii ______________________________

____

Maine ______________________________

____

Florida ______________________________

____

Minnesota ______________________________

____

Now pick one of your sentences and write two more alliterative statements about it without naming the state in the two sentences. For example, "Arizona is awfully arid. Its deserts have been deliberately developed to grow crops. Getting water for irrigation worries these Westerners."

Your sentences should make sense, of course. If you don't have enough information about a state, find out about it in a reference book such as an atlas.

____

____

____

____

____

____

Do you like puns? Some people do, and others don't. Can you find the pun in this activity? What is it? ______________________________

____

32

Name ______________________________________

7 Campaign Songs

Does anything really annoy you? Would you like to start a campaign to punish fingernail scrapers, for instance? Occasionally, all of us would like to put a stop to something. Following are ten items that may or may not really bug you:

1. Would you like to stop the manufacture of red pencils? _____ Why or why not?

____

____

2. Would you like to stop the serving of vegetables such as broccoli in the school's hot lunch? _____ Why or why not?

____

____

3. Would you like to ostracize people who wiggle their ears by moving their scalps up and down? _____ Why or why not?

____

____

____

____

4. Would you like to stop the sale of black-and-white television sets? ______ Why or why not?

____

____

5. Would you like to stop the manufacture of water pistols? _____ Why or why not?

____

____

(Continued)

Name ______________________________

6. Would you like to curb the use of strong cologne? _____ Why or why not?

____

____

____

____

____

7. Would you like to ban the assigning of homework until high school? _______ Why or why not?

____

____

8. Would you like to punish all knuckle poppers? _______ Why or why not?

____

____

9. Would you like to prevent photographers from taking pictures of each student at school every fall? ______ Why or why not?

____

____

10. Would you like to punish everyone who takes cuts in line? ______ Why or why not?

____

____

What really bugs you?____

Which campaign would you most like to start? ______________________

Why? ____

____

(Continued)

34

Name ____________________

Interview others about their pet peeves and find out how they react to your campaign. Jot down your ideas here.

You might need a song to help your campaign along. Think of a well-known melody to which you can put words. In your notes, you can probably find some sentences that will serve as lyrics. You'll probably want to have a rhyme scheme similar to the one in the song you choose. Try out your lyrics in the space below.

Name ____

8 Presents

Almost everyone likes to receive gifts—although sometimes we are disappointed in the items we get for birthdays, holidays, or other special occasions. Occasionally, however, we receive a gift that is particularly appropriate. We may have wanted it badly, or it may enable us to do something we couldn't otherwise do.

Have you ever thought of what you could have used after you had traveled or had tried to do something new? For instance, have you ever taken a trip and expected the weather to be warm at your destination and found it to be very cold? In a situation such as that, you might have wished that someone had given you a warm coat or sweater as a gift before you left.

If you were a close friend of the following people, what presents would you give to them? You should consider what each individual didn't have but would have wanted very much later on.

1. What would you have given as a going-away present to Columbus for his first voyage to the Americas?

   ____

   Why? ____

   ____

   ____

(Continued)

Name ______________________________

2. What going-away present would you have given to William Brewster as he and the Pilgrims sailed for America in 1620?

____

Why? ____

____

____

3. What would you have given to Lewis and Clark before their historic journey in 1804?

____

Why? ____

____

____

4. What would you have given to James Marshall as a Christmas present before he discovered gold at Sutter's mill on January 24, 1848?

____

Why? ____

____

____

5. What would you have given as a Christmas present in 1847 to John Sutter before Marshall discovered gold on his property?

____

Why? ____

____

____

6. What would you have given to Harriet Tubman before she ran away and participated in the underground railroad?

____

Why? ____

____

____

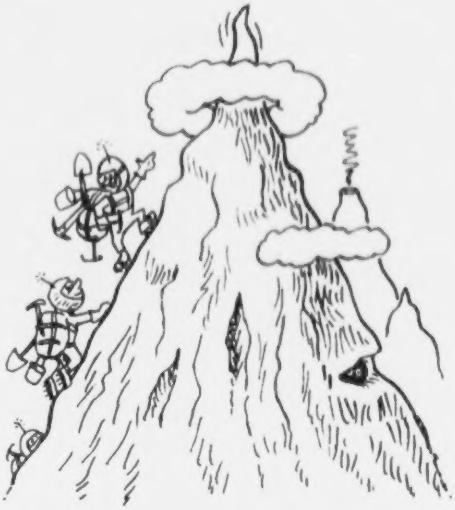
Name ______________________________

9

Exploring

People love to explore. They explore outer space, books, jungles, ruins—all kinds of things. When they do, they usually need equipment, knowledge, tools, companions, and help of various kinds.

Do you like to explore? If you have a keen and inquisitive mind, you probably do. What one thing would you most want to have if you were to explore the following:



a river? ______________________________

Why would you choose that particular thing to help you explore a river?

____

____

____

outer space? ______________________________

Why would you choose that particular thing to help you explore outer space?

____

____

____

a library? ______________________________

Why would you choose that particular thing to help you explore a library?

____

____

____

(Continued)

Name ______________________________

a mountain? ______________________________

Why would you choose that particular thing to help you explore a mountain?

____

____

____

a face? ______________________________

Why would you choose that particular thing to help you explore a face?

____

____

____

an underwater grotto? ______________________________

Why would you choose that particular thing to help you explore an underwater grotto?

____

____

____

a neighborhood in a city? ______________________________

Why would you choose that particular thing to help you explore a neighborhood in a city?

____

____

____

a cave? ______________________________

Why would you choose that particular thing to help you explore a cave?

____

____

____

39

(Continued)

Name

a foreign country?

Why would you choose that particular thing to help you explore a foreign country?

a mind?

Why would you choose that particular thing to help you explore a mind?

Which one would you explore tomorrow, if you could?

Why?

What needs exploring most in the world now?

Why do you think so?

Name ______________________________

10

Election Night

John was excited about the election. It was being held that day in his home town. His father knew Mr. Martin, who was running for mayor. John wanted Mr. Martin to win. Votes would be counted starting at eight o'clock.

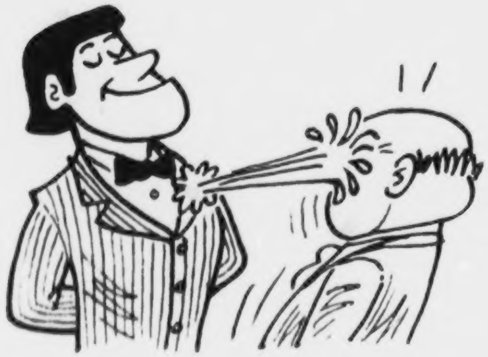
John had to go to bed at nine o'clock, but he wanted to know how the voting was going before he went to bed. The rule in John's house was "no television or radio after eight o'clock." How could John find out about the voting and still obey the rule?

41

Name ______________________________

11

Surprises



Life is full of surprises. Many people are not fond of surprises, however. They like to know what is in store for them, and they are upset when something unexpected happens. On the other hand, life would be very boring if all of our experiences were predictable.

Let's consider some events that could be totally unexpected.

What would be a complete surprise regarding the following local services?

public transportation ______________________________

____

What would your reactions be if this happened? ______________________________

____

garbage collection ______________________________

____

What would your reactions be if this happened? ______________________________

____

fire protection ______________________________

____

What would your reactions be if this happened? ______________________________

____

water supply ______________________________

____

What would your reactions be if this happened? ______________________________

____

(Continued)

Name ______________________________

newspaper publication ______________________________

____

What would your reactions be if this happened? ______________________________

____

mail delivery ______________________________

____

What would your reactions be if this happened? ______________________________

____

police protection ______________________________

____

What would your reactions be if this happened? ______________________________

____

library services ______________________________

____

What would your reactions be if this happened? ______________________________

____

Which of the above events would have the greatest impact upon the community?

____

What would be the results? ______________________________

____

____

____

____

____

____

____

43

Name ______________________________

12 To the Sheep Barn

Have you gone out on a short trip lately? You might have taken a stroll to the park or to the mall. You might even have gone to a museum or to a sheep barn to see baby lambs.

Many people like to travel. Why? To get a change of scenery? To escape? To learn new things? To meet new people? Why do you go on trips, short or long?

____

____

If you had your choice of trips, how far would you go? 5 to 10 miles? 100 miles? 500 miles? 1,000 miles or longer? ______________________________

Where would you go if you traveled that far? ______________________________

Why would you go there? ______________________________

Would you like to go with anyone? Who would you like to go with? __________

____

Why? ______________________________

____

Let's imagine that you do go on the trip. What will you see? __________

____

____

What will you hear? ______________________________

____

____

(Continued)

Name ____

Where will you go when you get there? ______________________________________

____

____

What will you learn? ____

____

____

____

Draw a sketch of you doing what you want to do on your trip.

45

Name ______________________________

13 Hot Chutes

Here is a news item that may interest you.

Hot Parachute Stays Up in Air

Dayton, Ohio (UPI)—Research officials at Wright-Patterson Air Force Base have announced the development of a parachute that will keep pilots in the air until they are reached by plane. The new device will be tested during February in California. The parachute pack contains a hot air balloon that is attached to the pilot's main parachute. When the man jumps, the regular chute opens with air rushing into the balloon through its vents.

A burner, fed from a tank of propane gas strapped to the pilot's back, then ignites and the balloon halts descent, high above the ground, making him safe from small arms fire. The balloon would allow the pilot to remain suspended for about 30 minutes, long enough for aircraft to find him.

The idea that something like a hot air balloon can be added to make a parachute more effective shouldn't surprise you. We have been adding to electronic gadgets, appliances, articles of clothing, vehicles, and so on, for a long time. We will probably continue to do so.

1. What could be added to a post office to make it more picturesque?

____

____

____

2. What could you add to report cards that would make them more appealing?

____

____

____

(Continued)

Name ______________________________

3. What could be added to traffic lights to make them more effective?

____

____

____

4. What might make turnips more interesting?

____

____

____

5. What would make a folk dancing class in school more colorful?

____

____

____

6. What would make your classroom more colorful?

____

____

____

7. How can you make your next party more colorful?

____

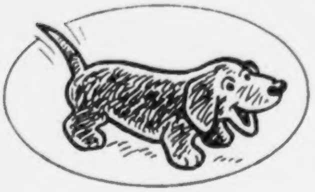
____

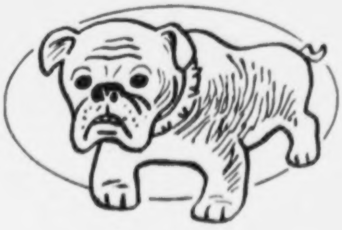
____

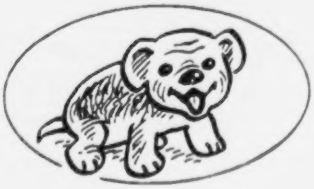
Name ______________________________

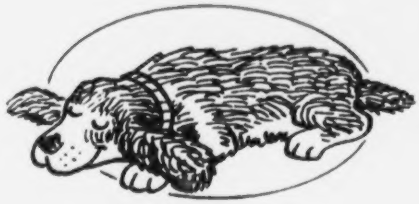
14 Young and Old

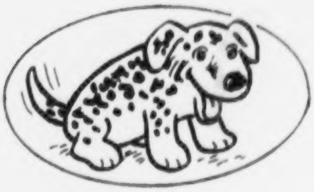
Puppies often look like their mothers. Draw a line from each puppy to its mother.

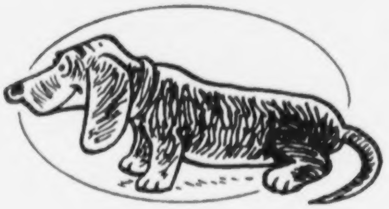


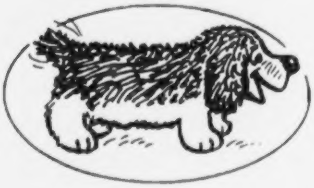


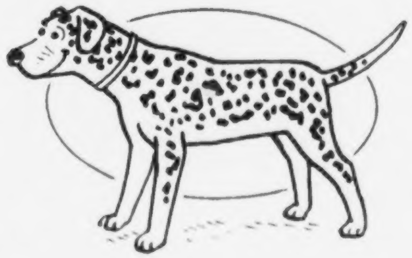












Can you name these four breeds of dogs? Put the name of each breed under each picture.

(Continued)

Name ________________________________

Most puppies do look like their mothers, but there are differences, too. In general, how do puppies differ from their mothers?

____

Why don't you do some drawing? Try sketching an old hen with a chick. What features will you draw that will show that one is old and the other is very young?

____

Draw the hen and her chick here.

Now draw two houses—an old one and a new one. What will you put in your drawings that will indicate that one house is old and the other is new?

____

Draw the two houses in the space below.

What about flowers? See if you can draw a flower that bloomed quite a while ago and one that has just budded. How will you indicate that the old flower is no longer at its peak of beauty?

____

(Continued)

Name ______________________________

Draw the two flowers in the space below. Label them. (They don't have to be the same kind of flower, but that would make your task more interesting.)

Now draw two roads. Make one old and the other new. What features will distinguish one from the other?

____

Draw the two roads in the space below.

See if you can draw two friends—an old friend and a new one. What will show that one is an old friend and that the other isn't?

____

Draw your two friends in the space below.

Name ________________________________

15 Our Twin

Suppose a "twin" to our planet is finally discovered in another galaxy and a way is found to reach it. You are among the first intergalactic explorers to visit the planet. It has an atmosphere similar to ours, and its inhabitants are at a stage of civilization comparable to ours. They possess a number of characteristics and technologies that we don't have, but they also lack many things we have in abundance.

What would their lives be like if they didn't possess the knowledge of how to "harness" electricity? They do have a long history of using steam for energy, fortunately. However, it is against all of the religions of the peoples inhabiting the planet to use animals for doing work for anyone. All animals are considered sacred, and it is illegal to kill any animal on purpose.

1. How would their homes differ from ours? ________________________________

2. How would their manufacturing differ from ours? ________________________________

3. How would their transportation differ from ours? ________________________________

4. What jobs would be very important in their societies that do not exist in our comparable societies? ________________________________

5. What would be a good name for this planet? ________________________________

51

Name ____

16 What Can You Do?

Let's suppose you are a member of a "knot-hole gang" that attends football games at the university at a reduced rate. You have your ticket and some money to buy pop and a hot dog, and you are anxious to see the game because it is between the university and its chief rival.

Because you live across town from the football field, you are supposed to meet your gang at the school and then leave from there for the game. However, you dilly-dally too long at lunch, and even though you hurry you do not get to the school on time and miss your ride with the others. It is too far to walk, and you do not know how to get to the football field on the city bus. Since it is Saturday, you can find no one at school. You think about phoning your mother and father, but then you realize that they have gone shopping. What can you do?

(Continued)

Name ______________________________

Have you ever been in other predicaments where you had to use your wits to solve a problem? If so, describe them.

____

____

____

____

____

____

____

____

Name ______________________________

17 Celestial Living

If a celestial body such as a very distant planet were to be colonized by people from a variety of backgrounds, what would one of their communities look like? Let's say that at least six different peoples from Earth were to colonize the remote planet. We might further assume that the gravitational force on this planet is about half that of ours.

So that you can obtain an idea of the possible nature of the community, select six groups of people who are quite distinct culturally from one another. What groups would you like to see participate in colonizing the planet?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

Would you think that these six groups would be totally integrated, or would they have separate areas in which to live? Make a rough sketch of how the community of people would be situated. Show features of the landscape and then determine where the people would probably choose to live.

(Continued)

Name ______________________________

In order to live harmoniously, the colony will need some laws, and it will also need services (electricity, water, police, fire protection, garbage disposal, and more). There will be a need for some form of government, then. What form of government would be suitable for a colony of six diverse groups on a remote planet? Explain why that form of government would work best.

____

____

____

Assuming that the members of the six groups will want to communicate with one another, how will they exchange ideas, feelings, and desires? Since they are culturally diverse, it is likely that you have chosen groups that do not have a common language. What would be the best way to communicate to all of the members of the colony very quickly, as in the event of an emergency?

____

____

____

The people who are settling this planet feel a togetherness in their venture—a common purpose in establishing a colony. They decide to name their colony and to design a flag for it. What would be a good name for the colony?

____

Think of a suitable flag and then design one.

55

Name ______________________________

18 Waiting for the Mail

It's nice to get a telephone call from a friend, but sometimes it is even better to get a long letter from a friend. After writing a letter, we like to get one back from our correspondents. Sometimes we wait in vain. The reply never comes. Receiving a letter can make you very happy, and not receiving a letter can make you feel depressed or even furious.

What five persons do you want to hear from by mail (for example, a beloved relative or friend)?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

What five persons don't you want to receive a letter from (for example, someone asking you for money)?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

What five persons would you never expect to receive a letter from (for example, a Sultan of Sarawak)?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

(Continued)

56

Name ______________________________

Choose one from each list and tell how you would react to receiving their letters.

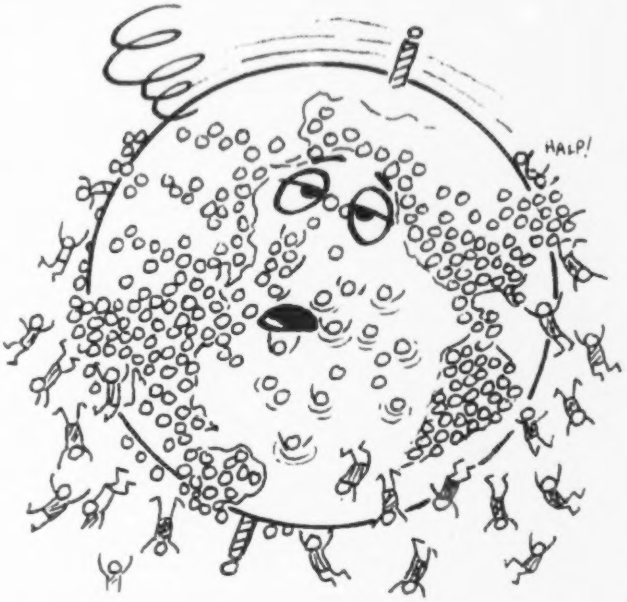
the very welcome letter ______________________________

the most unwelcome letter ______________________________

the terribly surprising letter ______________________________

Name

19 Band-Aids Abandoned



Without a doubt, the basic cause of the world's most serious problems is overpopulation. Global warming, epidemics, wars, poverty, hunger, and much more derive directly from overpopulation in both the nonindustrialized and industrialized nations. The solutions commonly proposed to end poverty, illness, and the greenhouse effect rarely have anything to do with controlling Earth's escalating human birth rate.

Many social problems are approached in a "Band-Aid" way. We try to stop the bleeding, but we ignore the reasons for the wounds. When wounds continue to be inflicted, perhaps we should deal with the cause.

The reaction of public officials to a city's potholes, for example, is to patch up the roads. Since everyone wants the roads to be safe, the officials' reaction seems reasonable and correct. But the contractor who paved the roads may have used inferior materials or methods, and the roads will have to be repeatedly patched up. A better approach is to look at the problem with a long-term view and take steps to build roads that won't require repeated repairs.

Can you think of an approach to these problems, other than the one being taken in your community? Take a completely different approach, but one that is based upon your observations of the following problems.

Garbage disposal (when landfills are overflowing)

(Continued)

Name ______________________________

Drunk driving (when tougher penalties aren't reducing the number of arrests)

Students dropping out of school in the ninth and tenth grades (when magnet and alternative schools aren't keeping the dropout rate from falling)

Name ______________________________

20

Sensible Foolishness

People's behavior can occasionally be perplexing. At some time you may have been puzzled by seeing someone behave in a seemingly incomprehensible manner and wondered what was going on. For example, a man was observed on a Brooklyn rooftop releasing a flock of pigeons. After a half hour he set off fireworks, which he seemed to aim at his pigeons. Moreover, he shouted, whistled, and waved a jacket at them. To the casual observer, they appeared to be homing pigeons, so the man's behavior didn't make sense. The reason for the man's behavior was that he was playing a game. His purpose was to keep his pigeons aloft longer so that they might mix with pigeons belonging to others, thus "capturing" them. The game was been played for many decades in Brooklyn.

Have you ever had the experience of seeing someone do something that appeared crazy but really wasn't? ________ If so, what was it? ______________________________

____

____

Here are some seemingly foolish behaviors that may not really be so foolish. Try to explain each one.

1. Why would it make sense for a woman to pick up a telephone at 7:00 P.M. and say, "Good morning, honey"? ______________________________

   ____

   ____

2. Why would it make sense for a man to light his pipe time after time when he is talking to a gorgeous woman? ______________________________

   ____

   ____

3. Why would it make sense to dress up and comb your hair before making a phone call to someone special? ______________________________

   ____

   ____

(Continued)

Name ________________________________

4. How could it make sense to get your face and clothes filthy before having a job interview? ________________________________

____

____

5. Why would it make sense for an exhausted accountant to chop wood for two hours as soon as he arrives home from work? ________________________________

____

____

6. How could it make sense for a person to build a big fire in a fireplace when it is 95° outside and 80° inside? ________________________________

____

____

7. How could it make sense for someone with a red face and a very bad cough to sit in the front row during a soprano's recital? ________________________________

____

____

8. Why would it make sense to put on your eyeglasses as you start to listen to music on the radio? ________________________________

____

____

Name ______________________________

21

Vocations

For somewhat obvious reasons, teachers have been compared to salespeople, ministers, and actors. Every job, in fact, has features of many other jobs. In this activity you are asked to think how four workers resemble people in other occupations. The vocations to be considered are banker, house painter, dentist, and musician.

1. How is a banker like an accountant? ______________________________

____

How is a banker like a farmer? ______________________________

____

How is a banker like a police officer? ______________________________

____

How is a banker like a mail carrier? ______________________________

____

Who else is a banker like? ______________________________

Why? ______________________________

2. How is a house painter like a hair stylist? ______________________________

____

How is a house painter like an airline pilot? ______________________________

____

How is a house painter like an actor? ______________________________

____

How is a house painter like a newspaper reporter? ______________________________

____

Who else is a house painter like? ______________________________

Why? ______________________________

(Continued)

Name ______________________________

3. How is a dentist like a lawyer? ______________________________

____

How is a dentist like a mechanic? ______________________________

____

How is a dentist like a stockbroker? ______________________________

____

How is a dentist like a janitor? ______________________________

____

Who else is a dentist like? ______________________________

Why? ______________________________

4. How is a musician like a chef? ______________________________

____

How is a musician like a carpenter? ______________________________

____

How is a musician like a soldier? ______________________________

____

How is a musician like a pharmacist? ______________________________

____

Who else is a musician like? ______________________________

Why? ______________________________

Which of the four workers would you prefer to be? ______________________________

Explain. ______________________________

____

____

Perhaps you would like to sum up your ideas about one of the vocations by writing a miniature poem called a *cinquain*. Following is a cinquain that compares teachers to salespeople.

(Continued)

Name ______________________________

Teachers,
Idea sellers,
Promoting their products
With prizes, subterfuge, and charm—
Propagandists.

Cinquains have five lines that do not rhyme. They follow this pattern:

First line—one word giving the title.
Second line—two words describing the title.
Third line—three words expressing an action.
Fourth line—four words expressing a feeling.
Fifth line—another word for the title.

It isn't necessary that you follow the pattern too closely. You might want to vary the length of the lines or begin the cinquain with a verb rather than a noun. Work out your ideas for your cinquain in the following space.

Name ______________________________

22 My Favorite Thing

What is you most precious possession? ______________________________

You can tell a lot about someone by asking that question. If you ask a child, what answer are you likely to get?

____

If you ask a philosopher, he or she might say "brain," "intellect," "experience," or something rather abstract. If you ask a high school student, he or she might respond with anything from a keepsake (an object of sentiment) to something abstract such as liberty or freedom.

Why don't you actually go out and ask some people what that is theirs they value most? With the exception of a young child, say "most precious possession" each time. If asked to explain, simply say you are interested in what people really value. (We presume that you are.) Try not to use any other expression unless you are asking a young child. Then you can say, "What thing do you like best?" or "What do you have that you like most of all?"

Try to pick people you don't know or don't know very well. Before you ask the question of the seven individuals listed below, predict the kind of response each will make. You don't have to name the exact thing, just the category (for example: car, toy, talent, jewelry or valuable possession, something of sentimental and not monetary value).

	Your Guess	Individual's Response
1. a child 3 to 5 years old	______________	______________
2. a child 6 to 12 years old	______________	______________
3. an adolescent 13 to 15 years old	______________	______________
4. an adolescent 16 to 19 years old	______________	______________
5. an adult 20 to 35 years old	______________	______________
6. an adult 36 to 64 years old	______________	______________
7. a senior citizen	______________	______________

(Continued)

Name ______________________________

Did anyone have the same favorite thing as yours? ______________________

If so, which one did? ______________________________

Were you surprised that he or she did? ______________________

Why? ______________________________

Were you surprised by any of the results you obtained from your survey?

If so, which ones surprised you? ______________________

Name ______________________________

23 Beep Beep

A little gray-haired lady stopped at the curb across the street from the market. The red light of the traffic signal was shining, and so she waited for it to change. As she looked up at the signal, the red light stopped shining and the green light began to shine. A yellow bus stopped a few feet away on her left, and two cars stopped on her right. Then she stepped down from the curb and took three or four steps.

All of a sudden, she heard "beep-beep." It seemed to the little gray-haired lady as if the sound came from the bus. She looked at the bus, and she looked at the two cars. The drivers of the cars were not looking at her. She took another step. As she did, she heard another "beep-beep." This time she knew the sound had come from the bus. Once again, she stared at the bus.

Do you think the bus driver was honking his horn at the little gray-haired lady? if you think so, why was he doing it? If you do not think the bus driver was honking his horn at the little lady, where was the sound coming from?

____

____

____

____

____

____

____

What do you think happened next? ______________________________

____

____

____

____

____

____

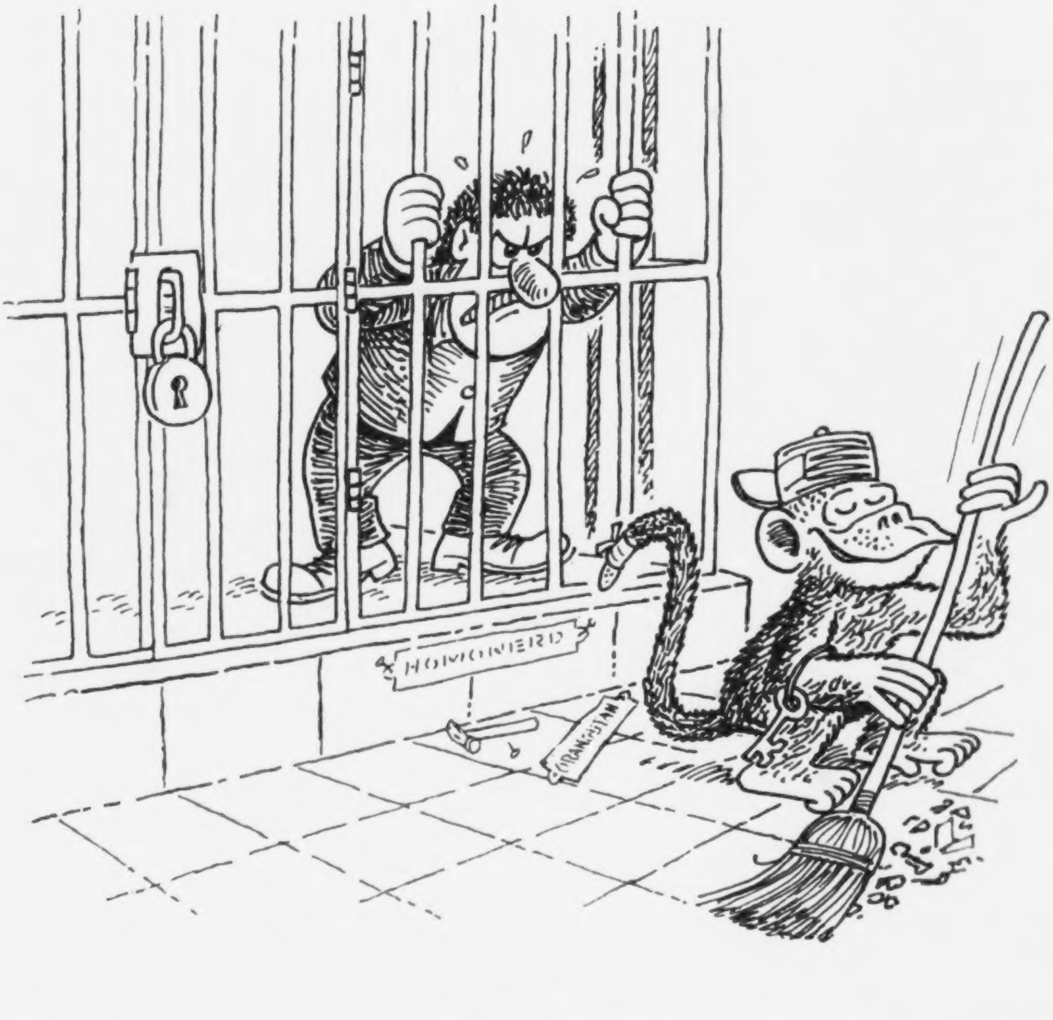
67

Name ____________________________________

24 Monkey Shines

If you were a zookeeper, what would you do if this happened?

One morning you come to the zoo and find your helper—inside the monkey's cage. The monkey is outside sweeping the walk!



(Continued)

Name ______________________________

Why don't you make up a song about the monkey who changed places with the man?

Name ______________________________

25 All Together Now

George attends a private school for boys. It is a very competitive school. Twice a year the students are ranked in each of their classes. The boys' teachers and parents place a lot of pressure on the boys to excel.

One day, one of George's instructors detained George after class, so he was late getting to the long noontime recess. When he came onto the playground, he experienced an uneasy feeling. Over at the outdoor basketball court some boys were playing three-on-three, but they were arguing about fouls as much as they were playing. To the right of them four boys were playing a game of marbles in the dirt. One boy was shouting at another boy, who seemed to have the largest pile of marbles. There was a playground supervisor on duty who didn't mind when the boys played "crack the whip." Today, thought George, he should have minded, because the boy at the end of the "whip" of seven had just been sent sprawling and was whimpering about his torn pants and scratched knees.

(Continued)

Name ______________________________

George had an idea. Maybe he could get all of the boys to do something that wouldn't be likely to cause any hard feelings. What can George do? Think of an activity that would accommodate all of the boys, including George himself. None of the boys that George saw on the playground should be left out of the activity.

Name ______________________________

26 A Long-Tailed Story

Let's suppose that as you are entering a public library you happen to notice that the man ahead of you is hiding a pet rat in his coat. No one is aware of the rat in the sleeve of the man's coat as he takes a seat in a remote area of the reference section. You are a very conscientious and civic-minded person, and you are worried that the rat will escape because the man seems to be falling asleep.

What might happen next? What will you do? ______________________________

Name ____________________________________

27

Jean Arnold

With a self-satisfied look on her face, Jean Arnold got up from her desk, took two quick steps, and pulled open the second drawer of her filing cabinet. She whipped out a well-worn file folder and set it on her desk. Jean's half-smile broadened when she flipped open the folder.

"Oh," she said to herself, "there it is . . . like money in the bank."

What is on Ms. Arnold's mind? What kind of job does she have? What is she like? Is any one person in her thoughts? Think of at least three possible matters that could be causing her to feel satisfied with herself. Write them down in the order in which they occur to you.

(Continued)

Name ______________________________

Now select one of the possible reasons for Jean Arnold's behavior. Think about what may happen next. Then think about the consequences of that event. Write down all of what you think will happen and provide some kind of conclusion to the events.

Name ______________________________

28

Kuh-Whee

Kuh-whee is a person. But what Kuh-whee is like is up to you. You can make Kuh-whee any kind of person you would like. Say "Kuh-whee." What does the name make you think of? ______________________________

Is Kuh-whee a boy or a girl? Or is Kuh-whee a man or a woman? ______________

Does Kuh-whee live where it is hot or where it is cold? ______________________

What kind of clothes does Kuh-whee wear? __________________________

Where does Kuh-whee live—in a hut, house, or cave? Or does Kuh-whee live on a boat? ____

With whom does Kuh-whee live? Are there lots of people nearby? ____________

____

What does Kuh-whee like to eat? ______________________________

Draw a picture and show where Kuh-whee lives. Be sure to color Kuh-whee's clothes, eyes, and hair. Show what Kuh-whee likes to do.

Name ______________________________

29

Enough Already!

Mervin's mother thinks that there is a big problem in the way he keeps his room. It is badly cluttered, and the biggest source of the clutter is Mervin's magazines. He has been acquiring all kinds of magazines, but he doesn't throw them out after they are old. He collects sports magazines and hot rod magazines and outdoor magazines and much more. Mervin just keeps them in piles, in a more or less organized fashion.

On several occasions Mervin's mother has suggested that the excess, the amount over that which could be neatly stored on shelves, be taken to the dump because the local recycling company won't accept magazines. To her it is a simple matter of Mervin's not being able to read all of those magazines, especially since he continues to acquire more. Mervin, so far, has resisted his mother's attempts to get rid of the extra magazines.

Is there any other way of looking at this problem? Can you see any way out of Mervin's dilemma? To find a solution, you will have to look at the problem in a way different from the way Mervin or his mother looks at it.

Name ______________________________

30

Stretching Out

An athlete extends himself or herself continually in order to improve. The familiar saying with regard to athletic training is "No pain, no gain." Whether you believe in that philosophy or not, we must extend ourselves in order to improve in anything, including such diverse activities as dancing, writing, inventing, debating, and mowing the lawn.

Of course, wars have occurred because countries have extended their boundaries, and extending one's waistline is not usually a good idea. Generally speaking, however, extending oneself physically, socially, and mentally is a wise course of action.

What happens when you extend your hand to another person?

What happens when you stretch your mind, as when you do a crossword puzzle or math problem?

What happens when you extend yourself to the limits of your endurance?

(Continued)

Name ______________________________

What happens when you extend yourself to the limits of your patience?

Think about an area in which you know you can improve but haven't done much about improving. What is it?

Imagine what your life would be like if you could extend yourself and improve in that one area. How would it affect the other parts of your life? Paint a picture—a rather complete picture—of what life would be like if you improved a lot in that area. Describe how the improvement would affect other people in your life—parents, friends, teachers, acquaintances, and others. Before you start writing, though, do some imagining about how you will extend yourself and what the consequences of the added effort will be.

Name ______________________________

31

Moving

It is said that the average family in the United States moves every three years. If your family is "average," then you've gone to more than one school. Moving, in a way, is scary; but it's also exciting and challenging.

When animals move from one area to another, they have a definite reason for doing so. People do, too, but they have many more reasons for changing their residences. What are some of the reasons that people move from one town or city to another?

If you have moved from one city or town to another one, what was the main reason for your move?

We might compare the migrations of birds, whales, lemmings, reindeer, and salmon to those of people. People move for some of the same reasons.

1. What kinds of people regularly move to places where there is more food?
2. What kinds of people migrate to a warmer climate each winter?
3. Are there people who return to the same location to give birth to and raise their children? _________ If so, describe them.

(Continued)

Name ______________________________

Keeping in mind that a migration, generally speaking, involves a large number of individuals, tell why the following events might result in a migration.

a bank robbery ______________________________

a drought ______________________________

the construction of a school ______________________________

a baseball game ______________________________

a war ______________________________

the election of a president ______________________________

a flood ______________________________

knocking down the trees of an orchard to build houses ______________________________

a wedding ______________________________

(Continued)

Name ____________________

What major changes in our society and on Earth might make us less restless and not inclined to move so often? Think about global as well as national conditions and events that might make moving a rare event.

81

Name ______________________________

32 Working Initially

We know of a painter who signs her work "D. Light." As a matter of fact, her paintings are rather delightful. That got us to thinking about appropriate names for people in various occupations. "R. U. Reddy" might be a good name for an undertaker or a dentist, for example. A private detective could have a name such as "C. A. Lott." "K. Dents" could be a drill sergeant and "B. Little" a bully. A sailor might be named "C. Ward" and a miner "B. Lowe." "B. A. Saylor" could be a recruiter for the Navy, and a tour bus driver might even have the name "C. R. Towne."

See if you can come up with names starting with initials for people in the following occupations:

fishing guide ______________________________

car salesman ______________________________

business tycoon ______________________________

jeweler ______________________________

comedian ______________________________

What would be appropriate occupations for the following names?

A. J. Walker ______________________________

D. Most ______________________________

C. R. Woods ______________________________

B. B. Gunn ______________________________

U. Paye ______________________________

I. M. Bland ______________________________

(Continued)

Name ______________________________

A. Noyes ______________________________

E. Z. Ryder ______________________________

Y. B. Blu ______________________________

Y. Mi ______________________________

X. L. Lantz ______________________________

U. R. Hastie ______________________________

Can you think of any other initialed names and occupations that match?

Name ______________________________

33

The Problem of Poverty

A teacher received a number of differing reactions when he tossed out this quotation to a sixth-grade class one day: "Poverty produces foolish generosity."

Except for a few in the class, the students were all from middle-class homes. One boy scoffed at the idea, saying, "If I were poor, I'd rather live than give."

A girl thought that being poor might have something to do with having poor judgment.

Do poor people generally have poor judgment? ______________________

Explain. ____

____

____

____

Since poverty is a serious problem in our country as well as throughout the world, it might be a good idea to consider the implications of that remarkable statement, "Poverty produces foolish generosity." Can you see any connection between being poor and being foolishly generous? How can the two go together?

____

____

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____

____

____

____

____

Name ______________________________

34

Utah or Maine?

This activity will involve you in making choices. But it will have you doing more than that—you'll be trying to find connections between things. Some of the connections will be a little hard to make, but you won't have any trouble if you let your imagination go to work.

Following is the kind of choice you'll be making:

Which is softer, breakfast or dinner?

Your first reaction might be that breakfast is softer because you associate it with eggs or sweet rolls or hot cereal. Perhaps you think of dinner in terms of food that is harder to dissect with a knife and fork, such as steak, chops, or mutton. Or maybe you think in terms of people rather than food and feel that dinner is louder and breakfast is softer because in the morning there isn't so much noise. It all depends upon what you think of when you see the word *soft*.

Following are some choices for you to make. Give reasons for each of your decisions.

1. Which is deeper, the Panama Canal or the Golden Gate Bridge? ______________

   Why do you think so? ____

   ____

2. Which is flatter, bituminous coal or natural gas? ______________________

   Why? ____

   ____

3. Which is costlier, erosion or pollution? ____________________________

   Why? ____

   ____

4. Which is easier, the Sears Tower in Chicago or the Florida Everglades? __________

   Why? ____

   ____

5. Which is hotter, grapes from California or coconuts from Hawaii? ____________

   Why? ____

   ____

85

(Continued)

Name

6. Which is simpler, Yellowstone's Old Faithful or the Grand Canyon?

Why?

7. Which is cheaper, the eruption of Mount Saint Helens or Hurricane Hugo?

Why?

8. Which is faster, a tropical rain forest or the Erie Canal?

Why?

9. Which is harder, New York City or Kansas City?

Why?

10. Which is lower, Utah or Maine?

Why?

How can you respond to which is "lower" in some other way?

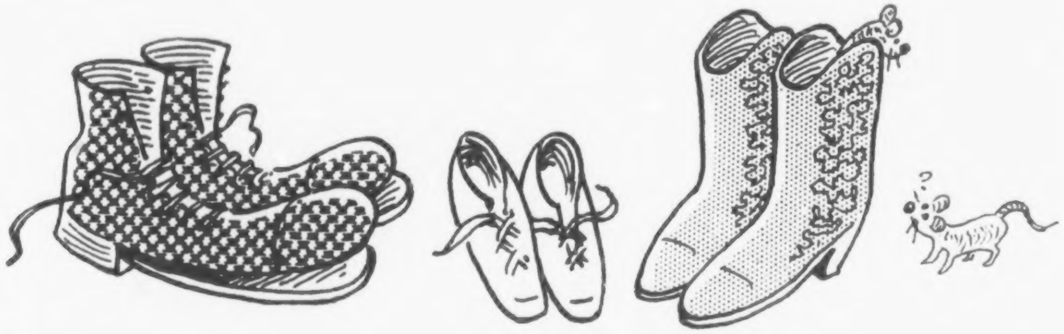
Which is more difficult, doing an activity such as this or memorizing the capitals of the United States?

Why?

Name ______________________________

35 Shoes

We see and hear a lot about shoes. There are many ads about shoes on TV these days. Shoes really are important to people in their jobs. Following is a drawing of three pairs of shoes that people use in their work. Write under each who wears them.



______________________ ______________________ ______________________

What kind of shoes do you like best? Draw a picture of them.

When you were younger, you may have had fancy laces for your shoes. You may have even had little bells on your shoes that jingled when you walked. Perhaps having shoes that make sounds isn't a good idea, especially for older people. What do you think?

____

Let's imagine that several men living in a boarding house all have different jobs. One of them is a practical joker. When a terrific storm causes a power outage, this fellow sees his chance. Because there is no electricity and yet everyone has to go to work on a very dark January morning, he gets up early and, with the aid of the only flashlight in the boarding house, switches the shoes of all the boarders. Following is a list of their jobs with the type of shoe each wears:

telephone repairman (spiked boots)
private detective (oxfords with crepe soles)
accountant (oxfords)
letter carrier (lightweight oxfords)
logger (heavy boots)
dancer (oxfords with metal taps)

(Continued)

Name ____________________

Whose shoes were switched around by the practical joker?

____________________ with ____________________

____________________ with ____________________

____________________ with ____________________

What were the results? ____________________

Which one was the practical joker? ____________________

Why do you think so? ____________________

Name ______________________________

36 Canine Thinking

We often act as if our pets were human, scolding them for being naughty and not behaving in a proper way, when they are actually behaving in a manner that is very proper for animals. When we treat animals this way, we are falling victim to an ancient game: making believe that things that are not human have humanlike characteristics and motives. We tend to think that everything in the world is a little or a lot like us. But do you suppose a dog looks at us like that? Or a cat? Do they wonder why we don't behave in a more doglike or catlike way?

Imagine that you are a cat and you think that people behave as cats do. You see a brown-haired boy of twelve entering the kitchen. What do you suppose he is going to do?

You see your mistress, a thin, middle-aged lady, pick up a ball of yarn. What do you suppose she is going to do?

Imagine that you are a dog and you think that people behave as dogs do. You see a boy running down the street, trying to catch a bus. What do you think the boy is doing?

(Continued)

Name ______________________________

You see several children playing tag. A girl is trying to tag a boy. What do you think she is doing? ______________________________

In what ways would we be better off if we thought like a cat? ______________________________

In what ways would we be better off if we thought like a dog? ______________________________

Name ______________________________

37 Circle Back to Fish Camp

Where might you find the following towns in the United States? What would be the geographical and topological features of the areas in which they are situated? Explain why the towns have the names they have.

Fish Camp ______________________________

Rock Hill ______________________________

Junction City ______________________________

Silverton ______________________________

(Continued)

Name ______________________________

Geyserville ______________________________

Snowmass ______________________________

Waterford ______________________________

Thermal ______________________________

Garden of the Gods ______________________________

(Continued)

Name

Circle Back

Curve

Ceres

If you had been a pioneer at the beginning of the nineteenth century and had come upon an appropriate site for a settlement, you would probably want to name it. What names would you have given to the following places?

1. The site is at the foot of a range of high mountains, near the entrance of a pass. The land has many boulders scattered over the rolling hills. An all-year stream flows by the site. There are four seasons here, and they are quite distinct.

2. Two prominent trails intersect at this site. There is no stream, lake, or any other water on the surface of the land; but, because a mountain range to the east is only fifteen miles away, it looks as if a well could be drilled and underground water reached rather easily. Located at the edge of a plain, the site has almost no trees and is subject to cruel windstorms and snowstorms. It is very hot here in the summer and very cold in the winter. Nevertheless, because the two trails cross here, it is a good location for a trading post.

(Continued)

Name ______________________________

3. The site is where two streams come together and then flow northward as a river. The terrain is flat, and the only trees in the area are along the streams and river. Grass grows abundantly in the fields and meadows. There are four seasons, but the very hot weather in summer lasts only about three weeks. Snowfall averages four inches a year, according to the native people who live in the area.

____

4. The site is at the center of a lovely but small bay on the coast of the Pacific Ocean. Looking inland from the curved shoreline, you see a small, sloping hill. The curve of the bay allows for ships to anchor offshore because, except during storms, the water in the bay is very calm. Temperatures are mild all year long. There are only two seasons here—wet and dry.

____

5. On the east of this site are plains, and on the west are scattered mountain ranges. The site itself is alongside a stream in a basin where streams have no outlet. It is hot and dry to the east and south, but the weather is tolerable in the basin. It is on one of the main routes through this part of the country. When irrigated, the land produces fine crops (mostly vegetables).

____

Name ______________________________

38 Product Improvement

By adding an element or component, imaginative individuals have often increased the ease and satisfaction with which we accomplish tasks and engage in play. For example, by adding sound to moving pictures the people who made movies enabled their audiences not only to hear the voices of the actors but also to hear the accompanying sounds of the scenes and background music.

Adding music, in fact, usually improves a live play or a work environment. Both farm animals and humans seem to be more productive when they have the right kind of music played for them on a radio or sound system.

Can you think of products that would be improved by the addition of music? Pencils or pens that had miniature tape recorders would probably be distracting, but there might be other items that would be improved with the addition of music.

Would the following be improved with the addition of music? Answer yes or no, then respond to the question that follows each item.

1. shoes ___________

   What would happen if we had shoes that made music?

   ____

   ____

2. spoons ___________

   What would happen if the spoons we ate with played a tune every time we used them?

   ____

   ____

3. toothbrushes _______

   How would our lives be changed if our toothbrushes played music when we used them?

   ____

   ____

(Continued)

Name ______________________________

4. bicycles __________

What would happen if music resulted when we pedaled our bikes?

5. flashlights __________

What might be the results if flashlights, when turned on, played tunes?

6. brooms __________

What would happen if a broom played a melody every time it was used?

7. dog leashes __________

What would be the results if a leash played a tune every time it was put on the dog?

Can you think of any products that would be improved by having the capacity to make music? If so, tell how the music would improve people's lives.

Name

39

Let's Save

Every day we are urged to save. In newspapers and magazines, on radio and television, and in the classroom people are asking us to save. Often they recommend ways in which we can accomplish saving, but it is up to us to decide how we can save the things that are most important to us. If you haven't given saving much thought lately, you may benefit from thinking about saving the various items that follow.

1. What is the most effective way to save soap?

   Would you recommend saving it in this way?

   Why or why not?

   What is the least effective way to save soap?

   Would you recommend saving soap in this way?

2. What is the most effective way to save clothing?

   Would you recommend saving it in this way?

   Why or why not?

   What is the least effective way to save clothing?

   Would you recommend saving clothing in this way?

(Continued)

Name ________________________________

3. What is the most effective way to save money? ____________________

____

Would you recommend saving it in this way? ____________________

Why or why not? ____________________

____

What is the least effective way to save money? ____________________

____

Would you recommend saving it in this way? ____________________

Why or why not? ____________________

____

4. What is the most effective way to save someone from drowning? __________

____

____

Would you recommend that someone be saved in this way? __________

Why or why not? ____________________

____

What is the least effective way to save someone from drowning? __________

____

____

Why is it the least effective way? ____________________

____

5. What is the most effective way to save energy? ____________________

____

Would you recommend saving energy in this way? ____________________

Why or why not? ____________________

____

(Continued)

Name ____________________________________

What is the least effective way to save energy? ____________________________

____

Would you recommend this method of saving energy? __________________

Why or why not? ____

____

6. What is the most effective way to save time? ____________________________

____

Would you recommend this way of saving time? ______________________

Why or why not? ____

____

What is the least effective way to save time? ______________________________

____

Would you recommend this method? ____________________________

Why or why not? ____

____

Is the most effective or efficient way of saving something usually the best way? Explain your answer.

____

____

____

____

____

____

____

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____

____

(Continued)

Name ______________________________

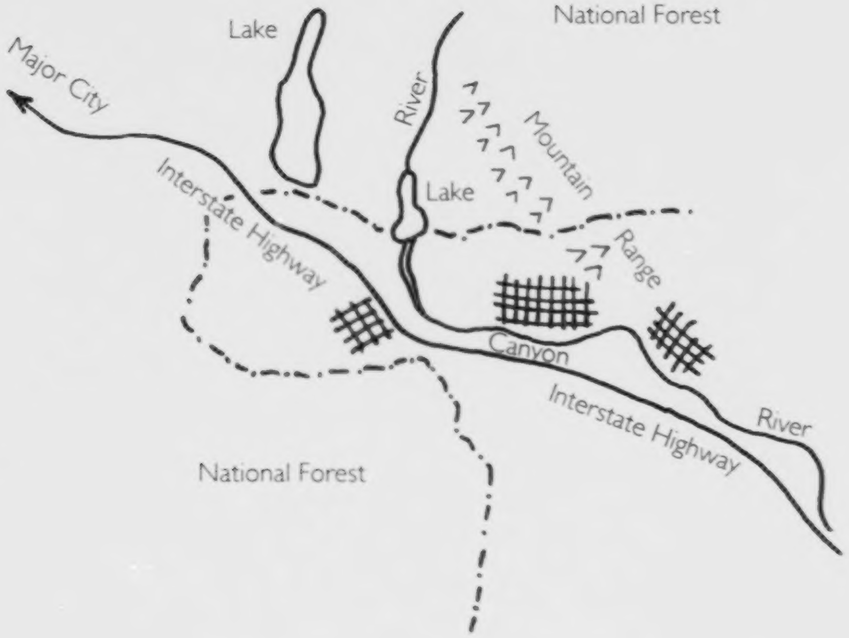
Look back at the various ways in which you suggested that things be saved. What are the different interpretations you made of the word *save*? Name as many as you can find. (For example, "to store up" is one interpretation.)

Now look up the word *save* in the dictionary. Did you cover most of the meanings given? Which ones did you omit?

If you are especially interested in saving one of the items on the previous pages—or any other item—write an essay about why people should save this item. An essay is a piece of writing about a particular subject that is written from a particular point of view. Its purpose is to persuade people to do something or to make them feel a certain way. In other words, it is intended to influence people. Present your argument in a clear, concise manner. Support it with anecdotes, examples, and statements by authorities. If you are able to think of counterarguments after you have finished your first draft, rewrite your essay to account for the points which might be raised in opposition to your contentions. You may use the space below to sketch out the main ideas or outline for your essay.

Name ______________________________

40 A Town's Dilemma



This is the map of an area surrounding a town that is about one hundred years old. It is located in the Northwest, and it has two neighboring towns, both of which are also small. Although its reputation as a lovely and healthy place in which to live is deserved, the town is in a period of serious decline. In the past year many people have lost their jobs, and the prospect of further layoffs is great.

What kind of industry supports this town? ______________________________

Why have people been losing their jobs? ______________________________

____

____

____

____

101

(Continued)

Multiple Ways of Thinking with Social Studies ©1997 Zephyr Press, Tucson, Arizona

Name ______________________________

What can the people of this town do to revive it and keep it prosperous? List all the ways that the economic decline of the town can be stopped or even reversed.

102

Name ______________________________

41

At the Right Time

There are times when it is better to do some things rather than others. For instance, swimming in a river or lake is more enjoyable and safer in the summer than in the winter. In most parts of our country, people prefer certain activities to others because of the weather. Although there are ice rinks for ice skaters, people who like to skate and ski on the ice and snow are more likely to think of those sports in the winter. Most of us like to read books when the weather is rainy or snowy.

Following is a list of various activities. Tell which time of year it is best to engage in each and why. When is the best time to

sew on a button? _______

Why? __________________

____

____

____

____

____

wash a dog? __________

Why? ____

____

build a fort? ____________ Why? ______________________________

____

take a walk? ____________ Why? ______________________________

____

barbecue a chicken? ________ Why? ______________________________

____

visit a sick person? ________ Why? ______________________________

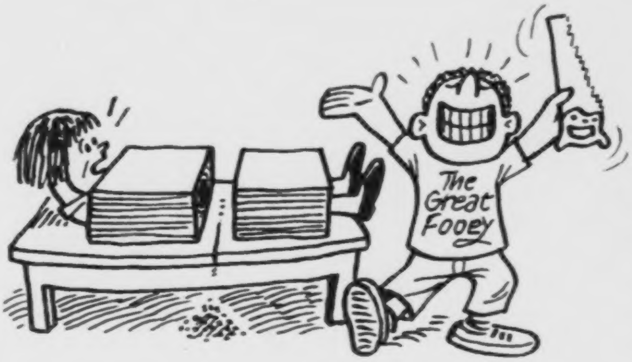
____

(Continued)

Name ______________________________

learn a magic trick? ________

Why? ________________



buy a ring? ____________ Why? ______________________________

paint a picture? __________ Why? ______________________________

watch fireflies? __________ Why? ______________________________

talk to a cat? ____________ Why? ______________________________

concoct a new recipe? ______ Why? ______________________________

Which of the activities would you like to do right now? ______________

Could you do it today? _____ Why or why not? ______________

Name ______________________________________

42

Monthly Puzzles

During the year there are many times when you can help others. Sometimes you have to think about what you can do, though. Some months, you have a very good chance to be helpful.

In August, what can you do to help a dog keep cool without getting it wet?

____

____

____

____

In October, how can you have a good time outside without doing any damage to things that belong to others?

____

____

____

____

In November, what can you do to help people who keep the streets clean, without making smoke?

____

____

____

____

In December, how can you thank your teacher without giving him or her a present?

____

____

____

____

(Continued)

Name ______________________________

In January, how can you help your mail carrier keep warm without inviting him or her into your home?

In February, to whom can you give a Valentine? Think of someone who wouldn't get one otherwise.

In March, what can you do to help make your home less drafty?

In May, what can you do to show how pretty flowers are, without picking them?

Name ______________________________

43 Elephants

The Greenhill Humane Society's newsletter made this strong point recently:

Performing Animals? All Work and No Play

Going to the circus may be lots of kids' idea of a great time, but the truth is that animals often suffer their entire lives to "entertain" us. The only life a circus animal knows is usually iron bars, cramped cages, training, and confinement. Animals become permanent prisoners—their world consists of performing unnatural and uncomfortable stunts in order to line the circus owners' pockets with money.

Because it is not in elephants' natures to stand on their heads or on each other, trainers must use cruelty to push them to perform such difficult acts. Animal handlers have been found using steel-lined whips, hot irons, spikes, and electric shock; and they sometimes fire pistols to frighten animals into learning their routines.

The audience sees animals "happily" skating, jumping through hoops, or doing headstands. After the show, people go home to relax and stretch out, while the animals are herded back to their cells, forgotten after the lights go out.

Do you agree with the opinion expressed in the article? ____________________

Explain why you do or don't. ____

(Continued)

Name ______________________________

We can never really know what's going on inside an elephant's head, of course. We can only make guesses, based on the animal's behavior. Although elephants are keenly intelligent, they don't speak human language. They can show their displeasure, however, as we have learned many times from tragedies in zoos and circuses.

If a performing elephant could talk, what do you think it would say? Would it make a difference if the elephant were born in captivity or not? Write several paragraphs of dialogue between the elephant and its trainer.

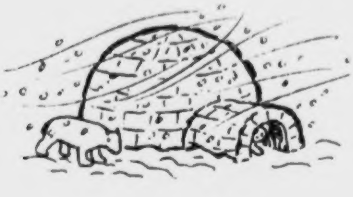
Name ____________________________________

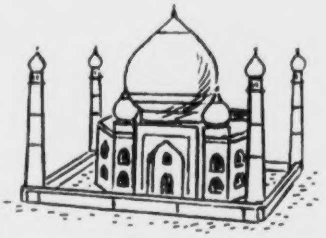
44

Interiors

Have you ever passed a house or building and wondered what was inside? Sometimes, if you are able to enter the house or building, you are greatly surprised. The inside can be quite different from the outside.

Following are a few dwellings that you might have wondered about from time to time when you have been reading. Sketch what you think the inside of each might be like. Label the items you sketch.





Is the building on the right really a "dwelling"? ______________________________

How do you know? ____

Now do a little research. Find out if you were correct about the items that are usually in the first two dwellings and about the furnishings of the third dwelling, which is very famous. Revise your sketch accordingly.

Name ______________________________

45 Look at It Another Way

Although we seem to like some things and not like others, there is usually something to like about everything. For example, snow comes in cold weather, but many people enjoy skiing on the snow. Following are some events you may not usually enjoy. Let's see if you can think of why they might not be so bad.

1. What is the best thing about having a broken arm? ______________________

2. What do you like about burnt toast? ______________________

3. What do you like best about a very dark night? ______________________

4. What do you like best about a rainstorm? ______________________

5. What is the nicest thing about an earthquake? ______________________

6. What is the best thing about losing a toy? ______________________

7. What is the best thing about a forest fire? ______________________

Name ______________________________

46 Community Workers

Following is a list of some workers who help your community.

letter carrier
police officer
firefighter
librarian
dog catcher
street cleaner
park gardener
paramedic

Is it all right for one worker to do another worker's job sometimes? _____

Can you imagine a time when a police officer would act like one of the other workers? _____

Which worker? ______________________________

When could it happen? ______________________________

____

Does a librarian ever do the work of any of the other community workers? _____

Which one? ______________________________

When? ______________________________

____

Would a letter carrier ever do what another worker does? _____

What might the letter carrier do? ______________________________

____

Can you think of a time when a firefighter would do what another community worker does? _____

When would the firefighter do what another worker does? ______________________________

____

111

Name ______________________________

47 Ka-Boom

Are you aware of all the explosions that punctuate your life?

Did you ever give any thought to your own ability to create explosions?

Some explosions are useful, such as a sneeze or a dynamite blast that removes an obstruction. Many explosions provide us with amusement, such as a popping balloon or a guffaw. Other explosions are characterized by violence and may do great harm, such as the detonation of a nuclear bomb or the explosion of gas in a sewer. There are many kinds of explosions, but all of them are easily identified as explosions. Why? What makes us call something an explosion?

Name some explosions that benefit people. ______________________________

(Continued)

Name ______________________

Name some explosions that harm people or other things. ______________________

____

____

____

____

____

What kind of explosion might result in

a detour? ______________________

a formal portrait? ______________________

a television station's going off the air? ______________________

soda water spattered over the interior of a car? ______________________

a canceled party? ______________________

broken windows? ______________________

a youngster's laugh? ______________________

sudden riches? ______________________

Name three explosions that have been of immense benefit to humankind. If none comes readily to mind, do some library research to come up with your selections.

____

____

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____

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____

____

____

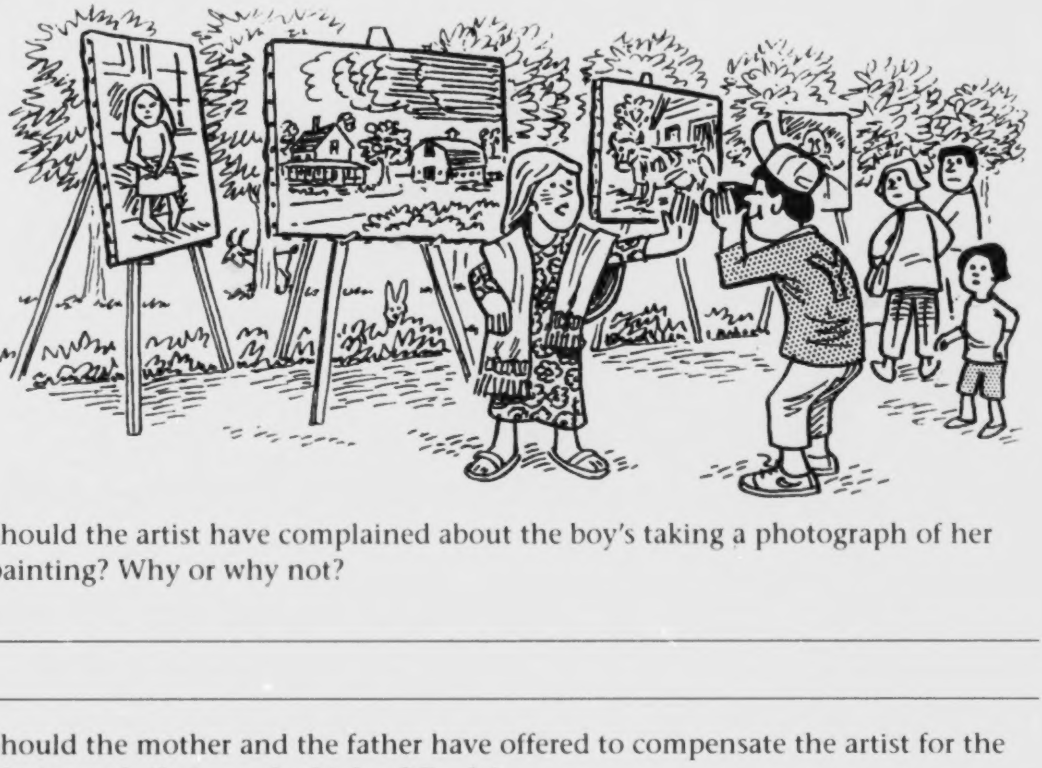
____

Name ______________________________

48 The Pilfered Painting

A family of four—father, mother, son, and daughter—went to an art fair about forty miles from where they lived. The art fair was in the downtown park of a town. The town wasn't large, but it was famous for its artists and eccentrics. As the family approached a group of paintings on easels set up by a woman in a long shawl, the boy, who was nearly 17, called his mother's attention to an oil painting of a country scene. The painting depicted some tall trees, a brooding, cloudy sky, and two farm buildings. The predominant colors were greens and browns.

After remarking that she liked the painting, the mother was surprised to see her son pull out his camera and take a picture of the painting. As he did so, the artist held out a hand and remonstrated, not too loudly, with the boy for photographing her work. He ignored her, and the mother, a little embarrassed, and the other three moved on to the next grouping of paintings.



Should the artist have complained about the boy's taking a photograph of her painting? Why or why not?

____

____

Should the mother and the father have offered to compensate the artist for the photograph their son had taken? Explain.

____

____

(Continued)

Name ______________________________

What are the critical factors involved in the issue of whether or not the boy should have taken the picture?

Where can you go to get information about problems of this kind?

Is this an example of a moral or ethical issue? Why or why not?

Is this an example of a legal issue? Why or why not?

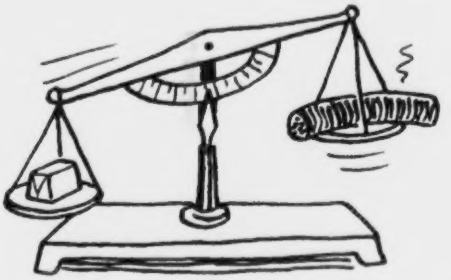
What will happen the next time someone takes a photograph of the artist's work? Who is likely to do it? What will her reactions be? Give a complete accounting of the scene and action. Resolve the problem in light of how you answered the questions.

Name ______________________________

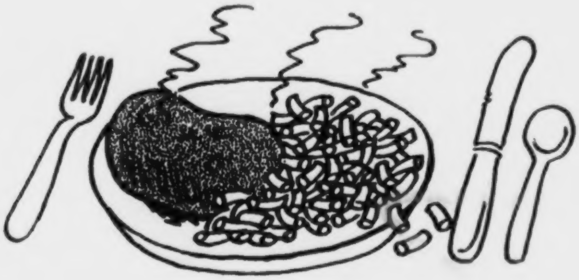
49 All Even

Balance is terribly important. We need balance just to walk. There has to be balance in nature. If things get out of balance in nature, one species may prosper but another may suffer. As a practical matter in human affairs, budgets must be balanced—or we pay the consequences.

Is this balanced?



Is this unbalanced?



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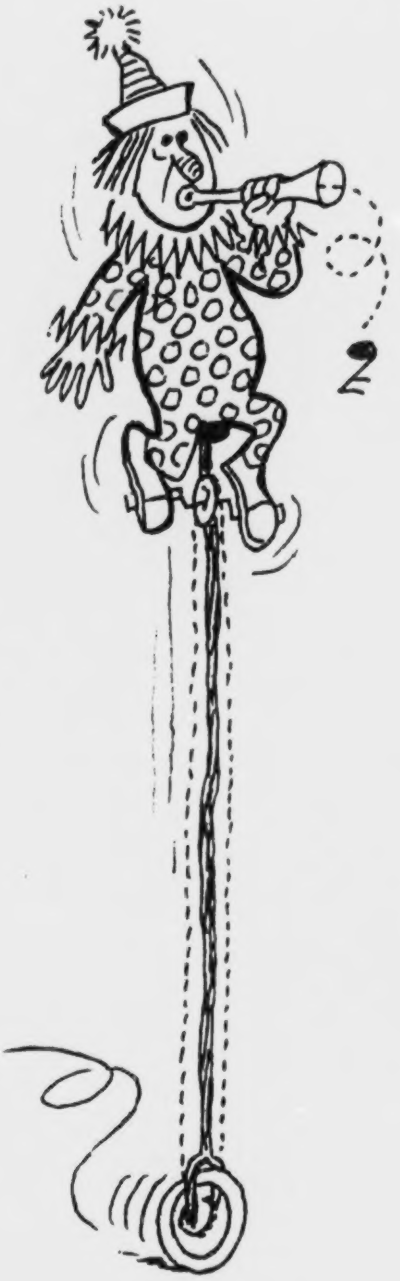
(Continued)

Name ______________________________



Do the following need balancing?

diet? ______________________________

In what ways? ______________________________

____

____

____

____

daily activities? ______________________________

In what ways? ______________________________

____

____

____

____

neighborhoods? ______________________________

In what ways? ______________________________

____

____

____

____

musical performances? ______________________________

In what ways? ______________________________

____

____

____

____

Name ________________________________

50 Public Information

When you are living in the year 2029, the world won't be the same as it is now. But it is very likely that there will be newspapers so people can find out what is happening locally, nationally, and globally. The newspapers will most likely still publish stories with information for people in cities and counties. These stories are called *public notices*.

Following is a public notice that could perhaps be found in a newspaper on May 29, 2029. There are some blank spaces in the notice. Every blank space has a number beside it. There are some words with numbers below the notice. When you come to a blank space, look at its number. Then fill in the space with a word from the column which has that number. When you have filled in all the blanks, finish the notice with one more sentence.

PUBLIC NOTICE

The City fire department will take all of the (1) ____________________

you can find in your (2) ____________________________________ .

Those will be collected at (3) ________________________________

so everyone can enjoy watching them (4) _______________ on June 1.

____

____

____

1	2	3	4
toys	school	midnight	catch fire
rockets	house	once	fly
Christmas trees	car	noon	smoke
balloons	yard	6 o'clock	explode
worms	building	sunrise	melt
TV games	apartment	sunset	float
		gunpoint	wiggle

(Continued)

Name ________________________________

Draw a picture to show what will happen on June 1, 2029. Use the space below.

Name

51 Cheating

There are a number of actions people take that don't get them arrested but that many of us still consider reprehensible. Some people get away with actions that border on illegality or immorality. Such people take advantage of others, barely skirt the law, or ignore standards of decent conduct. In short, they cheat.

Which of the following actions constitute cheating? Explain why you take each position.

Is it cheating to . . .

Sample grapes, plums, cherry tomatoes, and other produce that you don't buy?

Reuse a postage stamp that arrived uncancelled in your mail?

Park in a space with a parking meter that has been jammed and can't be operated?

Ask someone to help you write a composition for an assignment?

Ask someone to give you a word or phrase to use in a composition?

Write an anonymous "poison pen" letter to someone that is terribly critical of that individual or just downright nasty?

Sign a pseudonym to a letter you send to a business complaining about its service?

(Continued)

Name ______________________________

Take credit for an idea that isn't really your own? ______________________________

Read an editorial and then espouse the same point of view and use the same argument as the editorial writer when talking with your friends? (In writing, this is known as failing to give attribution.) ______________________________

Turn in a book report when you have only read a synopsis of the book? __________

Let your friends cut in front of you while waiting in a long line to get into a theater? ______________________________

Zoom ahead in an empty outside lane then force your way into the inside lane, which is bumper to bumper for three blocks, because the outside lane is blocked?

Let's pursue the last two situations. What can you do about anyone who allows one or more friends to get into line ahead of you?

What are two other ways of handling the problem?

How can you handle the person who zooms ahead in the empty outside lane and then forces his or her way into the inside lane?

Do you think you might try one of these strategies the next time someone doesn't wait to take his or her turn in line?

Name ______________________________

52

Burgeoning Barristers

Let's suppose that you live in a city of moderate size (about 200,000 people) and that you are a person of moderate means (neither wealthy nor deprived). Lately you have become aware of the increasing number of lawsuits in your city. There have been many instances of people suing physicians for malpractice, of individuals suing neighbors over property rights, and of both individuals and groups bringing suit against governmental agencies. At this time you are not directly involved in any of these legal actions, but you have decided that part of the problem is that people have a copycat mentality, especially when some seem to be successful in acquiring money quickly. In addition, you were looking through the yellow pages and noticed that there seem to be more pages devoted to listings for attorneys than there were in the last phone book. You become curious and start counting the number of attorneys in last year's telephone book and in this year's telephone book; you find that there are 15 percent more listings in the current book. You are astonished.

No direct relationship can be established between what you perceive to be a considerable increase in civil suits in the courts and the increase in practicing lawyers in town, but you have a hunch that there really is a connection. Assuming that your hunch is correct, what can you expect in the future with regard to the burgeoning population of lawyers and the conditions of life in your city? What might happen if the number of lawyers continues to increase at the present rate?

1. How will recreational services (for example, the maintenance of parks and the support of youth services) be affected? ______________________________
   ____
   ____
2. How will the cost of medical services be affected? ______________________________
   ____
   ____
3. How many more or fewer luxury cars will be sold? ______________________________
   ____
   ____

(Continued)

Name ______________________________

4. Will there be an increase in the number of certified public accountants? Why or why not? ______________________________

____

____

5. How will the enrollment in business and vocational schools be affected?

____

____

____

6. Will the dues for membership in the two local country clubs go up or down, or stay the same? ______________________________

____

____

7. Will the size of the police force remain the same or change? ______________

____

____

8. Will the profitability of the local postal service be affected? ______________

____

____

9. Will the price of newspapers change? ______________________________

____

____

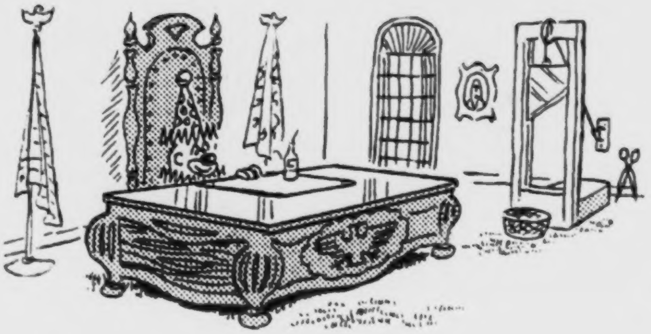
10. Will there be more florists in the city? ______________________________

____

____

Name ______________________________

53 The Clowns



In various democratic countries people have elected poets, playwrights, actors, and others from the arts and entertainment field to lead them. Actors and musicians have been governors and senators of the United States, and an actor was president of the United States.

As far as we know, no governments have been run by comedians, although one humorist, Dick Gregory, ran for president and in the thirties a number of people suggested that another, Will Rogers, run for the nation's highest office. Perhaps people think that someone who pokes fun at politicians and office holders wouldn't take the job that comes with such a high office seriously enough. These people may be wrong. Comedians can be very serious.

1. Which comedian would make a marvelous congressman? ______________

   Why do you think so? ______________________________

   ____

   ____

2. Which comedian would make an excellent senator? ______________

   Why do you think the comedian would make an excellent senator?

   ____

   ____

   ____

3. Which comedian would make a good governor? ______________

   Why? ______________________________________

   ____

   ____

(Continued)

Name ______________________________

4. Which comedian would make a fine president? ______________________

   What makes you think the comedian would make a fine president?

5. What is the funniest thing you ever heard someone who holds an elected office say?

Name ______________________________

54

Fooling the Fuzz

We use a great many picturesque expressions in discussing crime and law enforcement. For example, we call a pickpocket "a dip" and a jail is known to many as "the slammer." Taking into consideration the number of books, movies, and television programs that feature criminals and police, we do a lot of thinking about crime. Along those lines, following are some questions to consider. Is it wise to

fleece the police? __________ Why or why not? ______________________________

____

What would be the consequences if someone did fleece the police? ___________

____

____

book a crook? __________ Why or why not? ______________________________

____

What would be the consequences if someone did book a crook? ___________

____

____

hammer the slammer? _____ Why or why not? ______________________________

____

What would be the consequences if someone did hammer the slammer? _______

____

____

top a cop? ______________ Why or why not? ______________________________

____

What would be the consequences if someone did top a cop? _______________

____

____

(Continued)

Name ______________________________

slug a mug? ____________ Why or why not? ______________________

____

What would be the consequences if someone did slug a mug? __________

____

____

trick a dick? ____________ Why or why not? ______________________

____

What would be the consequences if someone did trick a dick? __________

____

____

fail a bail? ____________ Why or why not? ______________________

____

What would be the consequences if someone did fail a bail? __________

____

____

grip a dip? ____________ Why or why not? ______________________

____

What would be the consequences if someone did grip a dip? __________

____

____

nudge a judge? __________ Why or why not? ______________________

____

What would be the consequences if someone did nudge a judge? ________

____

____

(Continued)

Name ______________________________

cajole a parole? __________ Why or why not? ______________________________

What would be the consequences if someone did cajole a parole? __________

See if you can come up with rhymes that deal with the ways people interact with nature. For instance, would it be advisable to trail a snail or to box a fox? Answer your own questions.

Name ________________________________

55 No Contest!

Many people often talk about the evils of competition. They say that competition produces stress, heartbreak, greed, corruption, inequities, and iniquities of all kinds. However, a capitalistic society is based on competition. Without competition there is no capitalism—meaning that our economy and our government could not exist. We even have laws encouraging competition and discouraging monopolies. Maybe you think that, for a variety of reasons, you no longer want to compete with anyone or anything. Let's imagine that you have taken a solemn vow never to compete. Would your life change a great deal? In what ways would it change?

Do animals compete among themselves? ________ Is there more competition between species or within each species?

What are the major things for which animals compete? ________________

Is there competition within a family or social group among

birds? ________
reptiles? ________
amphibians? ________
social insects? ________
primates? ________
marine mammals? ________
marsupials? ________

129

(Continued)

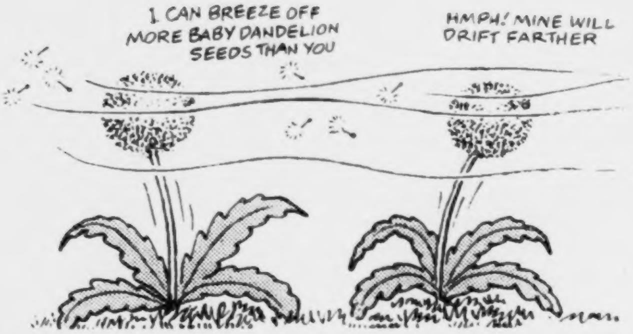
Name ______________________________

Do plants compete? _______ How do they compete? ____________________

Do plants ever compete with animals? _______ In what ways? ____________________

In what ways do animals and plants compete with humans? ____________________

What are the benefits of competition? ____________________


I CAN BREEZE OFF MORE BABY DANDELION SEEDS THAN YOU
HMPH! MINE WILL DRIFT FARTHER

Name ______________________________

56 True or False?

We hear and read a lot of statements that make us wonder. Some of them seem outlandish and others just seem unreasonable or unlikely. Now and then we discover that a statement that seemed far out just happens to be true—what at first hearing or reading sounded ludicrous turns out to be correct.

The seven statements that follow are taken out of context. If you can, give each a context to explain why the statement could be true. If you can't imagine an appropriate context for a statement, tell why it can't possibly be true.

1. Maizie was terribly ashamed of her name, and so now she calls herself "Tulip."

2. Because of a spelling error, Melvin Smith wasn't able to vote in the election.

3. Baseball season doesn't last as long as football season if you only have a tennis ball.

131

(Continued)

Name ______________________________

4. Although she was old enough to be elected, she was too young to vote.

5. Many illiterate people find it easier to read comic books than to write letters.

6. Once again, nobody won the presidential election with the most votes.

7. Reporting national elections is like collecting speeding tickets in Nevada.

Name ______________________________

57

Brave Toes

You have probably heard expressions such as "He has a noble brow" or "She has a stubborn jaw." The various parts of the human body are often described in terms of personality traits. These physical features are generally thought of in more or less conventional ways. For example, it is doubtful that you have ever heard someone's brow described as frantic or sneaky, although these qualities might well be appropriate for some individuals. Nor is it likely that you have heard about hostile shoulders or brave toes. In this exercise, you'll be given an opportunity to think of the familiar features of the human face and physique in more flexible and unusual ways.

First, find one descriptive word on the left for each physical feature on the right. Write each adjective next to the physical feature you think it might modify.

Now do the exercise again, choosing a different adjective for each physical feature. Write each adjective next to its corresponding physical feature in the rightmost column.

innocent
sneaky
frantic
friendly
funny
sincere
hostile
brave
nervous
gracious
vague
efficient
elusive
vicious
sloppy
confused
guilty

______________ ears ______________ ears
______________ hair ______________ hair
______________ chin ______________ chin
______________ teeth ______________ teeth
______________ knees ______________ knees
______________ brow ______________ brow
______________ nose ______________ nose
______________ shoulders ______________ shoulders
______________ neck ______________ neck
______________ eyes ______________ eyes
______________ feet ______________ feet
______________ toes ______________ toes
______________ lips ______________ lips

(Continued)

Name ____________________

Select two of the match-ups from the twenty-six you have made, then explain why you picked the two adjectives to go with the physical parts.

First match-up? ____________________

Second match-up? ____________________

What kind of person would have the first physical feature? ____________________

What kind of person would have the second physical feature? ____________________

Would they like each other? ________ Why or why not? ____________________

Would they like you? ________ Why or why not? ____________________

Name ______________________________

58 J. F. M.

Professor Asibov, an eminent historian at the state university, is a specialist in the period of U.S. history known as the "Western movement." By a great stroke of good luck, a woman whose forebears had come across the Oregon Trail and settled in Walla Walla, Washington, presented him with a diary she found in her attic. The diary, which was obviously written by a woman, details the trip of eighteen men, women, and children who crossed the plains in covered wagons drawn by horses and mules. One section of the diary is particularly gripping because it tells of a snowstorm in Utah that almost ended the lives of all members of the party. Four individuals, three adults and a child, didn't survive the ordeal.

The person who had the common sense and ingenuity that enabled most of the party to survive is identified only by the initials J. F. M. By advising the pioneers to preserve only items that were absolutely essential and to convert others to fuel and food, J. F. M. helped the party avert freezing and starvation. Just as importantly, by locating game, watching the flight of birds, and observing the tracks of animals, J. F. M. advised the leaders of the party how they could get to a pass that eventually led the party to a pasture and refuge from the punishing weather.

J. F. M. apparently traveled in a wagon with the writer of the diary, whom Professor Asibov could identify as the wife of P. T. and the mother of L. P. T. He could determine from a variety of clues that L. P. T. was a man—and probably not a very young one. Professor Asibov hypothesized that J. F. M. was L. P. T.'s brother or half-brother. Then he discovered that J. F. M. couldn't have been a brother to L. P. T. because the woman refers to L. P. T. as an only child.

Professor Asibov was quite perplexed. He was determined to identify this person whose intelligence had saved the lives of fourteen people. He decided to try another hypothesis, namely that J. F. M. was P. T.'s brother and therefore the writer's brother-in-law. There was a reference to J. F. M.'s knowledge of guns, but a thorough examination of the diary showed that J. F. M. wasn't one of the men who had defended the wagon train when it was attacked by a small band of American Indians. It seemed to the professor that if J. F. M. were an able-bodied man he would have been among the men defending the party.

"Could J. F. M. have been an American Indian himself?" wondered Professor Asibov. Maybe J. F. M. came along as a guide. But the professor discarded that notion as preposterous because J. F. M. traveled with the other three in the wagon and shared their customs and beliefs.

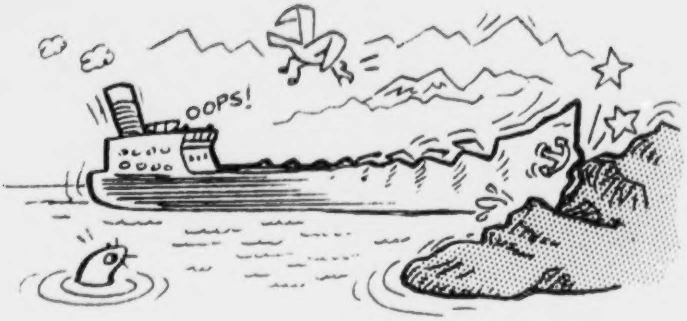
(Continued)

Name ______________________________

Who was J. F. M.? Why do you think so?

Name ______________________________

59 Wasting Away



Waste is something virtually unknown in nature. On the other hand, the concept of waste is an important one in the human world. We have many, many kinds of waste in our society. One of the most spectacular—and harmful—is the spilling of oil by a tanker at sea. But waste is found on a much smaller scale more often. We throw away many articles, such as metal bottle caps, eggshells, and dried-up ballpoint pens, that we might reuse or use in other ways.

How can the following items be put to use and not wasted?

leaves from trees ______________________________

____

orange peels ______________________________

____

dandelions ______________________________

____

metal bottle caps ______________________________

____

ugly neckties ______________________________

____

dead flashlight batteries ______________________________

____

broken dishes ______________________________

____

137

(Continued)

Name ______________________

dried-up ballpoint pens ______________________

manual typewriters ______________________

automobile tires ______________________

"junk" mail ______________________

time spent waiting in line ______________________

compassion ______________________

What features do all of these items have in common? ______________________

138

Name ______________________________

60

Music on the Job

Where does music help and where does it hinder? Music can soothe, annoy, excite, inspire—and much, much more. What kind of music would disrupt the following people when they are carrying out their jobs?

Oh, bring me back to my darlin', dauntin' sea...

a paramedic going to a residence in an ambulance at 2:00 A.M.

____

____

a used car salesman on a car lot on Friday evening ______________________________

a freelance writer the day before a deadline ______________________________

a skipper of a fishing vessel that takes people out to sea to fish for marlin and swordfish ______________________________

a high school physics teacher with a class of eleventh-graders during last period on Friday afternoon ______________________________

a worker in an automobile assembly plant on Monday morning ______________________________

a person selling notions in a department store on Monday morning ______________________________

a young woman who delivers messages on her bicycle in New York City on Wednesday afternoon ______________________________

a bus driver with a full load of passengers on Sunday morning 45 minutes from the next stop in Montana ______________________________

a street cleaner working the main street of a city on July 5 after an Independence Day parade ______________________________

a taxi driver on Saturday afternoon without a fare ______________________________

a dental assistant cleaning a woman's teeth on the day after Thanksgiving

____

(Continued)

Name ______________________________

Now go back and try very hard to find a situation in which music would be very helpful to each of the twelve workers. What kind of music would it be?

paramedic ______________________________

used car salesman ______________________________

freelance writer ______________________________

fishing vessel skipper ______________________________

high school physics teacher ______________________________

factory worker ______________________________

department store salesperson ______________________________

bicycle messenger ______________________________

bus driver ______________________________

street cleaner ______________________________

taxi driver ______________________________

dental assistant ______________________________

Can you imagine a situation for a worker in which he or she is helped tremendously by music but everyone else around is put off by it? ______________________________

What might the situation be? ______________________________

____

____

____

____

In what situations could music help you but you either don't have it available or you aren't using it? ______________________________

____

____

____

____

Name ______________________________

61 The Things People Say

People say nice things—or not-so-nice things—to you every day. You like to hear the nice things, of course. And you don't like to hear the bad things. Most of all, you don't like to be bossed around. But there are other things people say that are neither good nor bad, and the people aren't bossing anyone.

Would you like to be told that you will be an average worker when you grow up? _____

Why or why not? ____

____

Would you like to be told that you should never lose a button? ______

Why or why not? ____

____

Would you like someone to say that you are going to learn another language when you grow up? ______

Why or why not? ____

____

Would you like someone to tell you that you don't make more grammatical mistakes than most people? _____

Why or why not? ____

____

Would you like someone to say that he or she wouldn't mind very much if you decide to switch your political party? _______

Why or why not? ____

____

1 11

Name ______________________________

62

Black or Blue

Jon likes to do sketches in ink. His sketches are unusual, though, because he uses only two colors—black and blue. Recently he bought three bottles of ink, two of black ink and one of blue. So he would know where to get them quickly, he put them in a little box that was just big enough to hold them.

The tops of the bottles are identical, so when Jon reaches into the box for a bottle of ink, he sometimes pulls out blue when he wants black. In fact, it seems that he usually pulls out blue instead of black, even though there are two bottles of black and only one of blue.

What suggestion do you have for Jon so that he'll always get a the particular color he wants?

____

____

____

Apply the same principle for solving Jon's problem to another problem. The problem might be one of situating people, furniture, buildings, or anything else. Draw a diagram of your idea.

Name ______________________________

63 Greed

Scene 1

A thin, poorly dressed man reaches nervously into his pocket and pulls out several coins. He impulsively pushes them across the counter to a young salesclerk, who carefully picks up each coin and places it on a black velvet cloth. The clerk adjusts an eye loupe to his right eye.

As the clerk does so, the unkempt man emits a little sound from lips that are pulled tightly against his yellowing teeth. Then, impatiently, he blurts: "What will ya give me for 'em?"

"I'd have to check with Mr. Newman, but they look genuine . . . At least five thousand, I would guess."

As the young man pronounces the last syllable, the thin man reaches out and snatches the coins off the cloth, chuckles, wheels around, and darts through the door of the shop.

Scene 2

Skipping happily and singing a television jingle to herself, the five-year-old is enjoying her day at the beach with her mother.

"Ho! Another one!" she exclaims as she stops and picks up a glittering shell from the sand. Her mother smiles broadly.

"And another!" the girl cries delightedly.

A half hour later, the child reaches for one more shell, scoops it up, and thrusts it at her mother.

"I just don't have any more room in my pockets, honey. I'm afraid we can't take any more."

(Continued)

Name ______________________________

"Oh, Mommy, you have to!" insists the girl. "It's so pretty!"

"You really have enough shells, dear. I don't know what we're going to do with all of them," her mother replies a little impatiently.

"No-no-no! I see a big one!"

Scene 3

The tour guide informs the group that there will be no more scheduled events that day. "It's only eight-thirty," a large, middle-aged man whispers loudly to his small, fashionably dressed wife. "We're getting gypped! We can still see the National Palace. They don't close until nine-thirty. And then we can see the shops on that street somebody talked about yesterday."

"You're exactly right, Homer," responds the woman. "And I don't think he's scheduled anything in the morning until nine-fifteen. Who wants to go to Mexico and sleep the whole day? I've heard the best time to go to the farmer's market is around six. We can be there for an hour, get to that cafe by seven-thirty or so, and the artists will probably have their paintings displayed in that park near the hotel before eight-thirty."

In these three little scenes, which individuals are being greedy? ____________

____

If any are exhibiting that trait, what are they greedy for? ________________

____

____

Mostly we think of greed in terms of money, but we can be greedy about many other things. Are you greedy for anything? Affection? Excitement? Books? Records? Clothes? Money? Knowledge? Power? Food? New experiences? Life?

____

____

Does greed imply too much—more than enough for the average person? Can you be greedy if you don't have as much as others, or as much as the average person in your situation?

____

____

(Continued)

Name

Obsessed
with More,
a craving that
steals from the heart—
Greed

How does greed pay off or not pay off? Write at least three paragraphs arguing for or against a certain kind of greed. Remember that a paragraph has the following features:

1. It has a topic sentence that leads off the paragraph and tells what the paragraph is about.
2. That topic is then developed. You can list details; cite incidents or examples; compare items; give reasons, causes, results, or effects; and describe steps in a process.
3. The sentences are arranged so that the reader can move easily from one to the next.
4. A concluding sentence summarizes or ties together the ideas expressed in the paragraph.

You can use the space below to sketch out the ideas for your argument.

Name ______________________________

64

Using It Up

We hear a great deal about the depletion of the world's supply of oil. It is undoubtedly a serious problem. But other things are growing scarce, and some of them are more important than oil. Among them are food, uncontaminated water, and forests.

In some states schools benefit from revenues that derive from timber harvests on public lands. A scarcity of harvestable timber would directly affect those schools. What would happen if those funds are no longer available to schools dependent upon timber sales?

What would be the consequences for all schools of a tremendous shortage of wood products? List as many consequences as you can think of.

Name ____________________________________

65 Spoiling a Treasure

Khao Yai, Thailand's first national park, is a watershed for four major rivers, a habitat to many rare animal species, a bastion of genetic biodiversity, and an important center for education and recreation. Just outside this park is an area that has been almost completely deforested, where villages are poor and many people are landless. Impoverished villagers living next to the park are using the park forest for illegal logging and hunting.

The villagers have been arrested and punished for encroaching on the park and for poaching, but they haven't desisted. In addition, the government has vigorously tried to educate the people about the preciousness of this national treasure, but there is a good deal of evidence to support the claim that empty stomachs make these efforts irrelevant to the villagers' needs. The problem is getting worse by the day; no attempt at solving it has come close to working.

A different approach is necessary to stop the depredation of the park. What program can you suggest? Use all the information you have about this problem, which exists in many parts of the world, and then try to break free of the conventional approaches in order to come up with a viable solution.

Name ______________________________

66 Sleuthing

A prominent bit of lore concerning American Indians pertains to their remarkable ability to track animals by looking at various kinds of evidence after one or more animals had been traveling, grazing, preying on other animals, and so on. The term sometimes used for this kind of detective work is "reading the clues." Many do a different kind of sleuthing, but they usually benefit from finding—and understanding—various kinds of clues. There are many ways in which we obtain important information, but we may not always be aware that we are picking up clues and cues. For instance, if you have a pet, you undoubtedly have picked up bits of information about its health from observing its behavior—listlessness and lying around, drooping head, dry nose, certain noises, and the like.

Here are some common questions you might ask as you go through a typical school day. How do you generally go about gaining the information you need to answer each question?

1. What is the weather like when you awake in the morning? What are the clues?

2. If you aren't preparing breakfast, how do you determine whether you should be eager to get to the table or not?

3. What is the mood of the first person you meet in the morning? What are the clues?

(Continued)

Name ______________________________

4. At school, should you ask questions in your least favorite class today? What are the clues?

5. Should you be careful not to bring up any touchy subject today with your best friend? What are the clues?

6. Should you have a second helping at lunch? What are the external and internal clues?

7. Is this a good day to study hard? What are the external and internal clues?

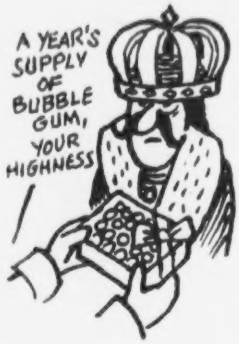
What are the advantages of the kind of sleuthing called for in the questions above?

What are the disadvantages?

119

Name ________________________________

67 Gratuitous Gifts


A YEAR'S SUPPLY OF BUBBLE GUM, YOUR HIGHNESS

People seem to be compelled to give gifts to heads of state—presidents, prime ministers, and monarchs. Movie and television stars also receive a wide variety of gifts, mostly unsolicited. Most of what is given is of doubtful value or usefulness to the recipients, for example, flags, quilts, carved figures, and guns with silver bullets.

In some way or other each of the givers sees the gift as an appropriate one to send to the recipient. There are times when the person receiving the gift is undoubtedly surprised and amused by the present. Dwight Eisenhower received three newspaper photographs of himself, his wife, and Johnny Cash, framed by a chain of folded cigarette packs.

Perhaps more gifts should be given to the unsung heroes of the world instead of to eminent people. What would be appropriate gifts for the following people?

a person who, with his or her own funds, sets up an animal hospital for injured and abandoned animals

____

____

a Coast Guard crew that regularly rescues weekend fishermen in stormy weather

____

____

street cleaners ____

____

letter carriers who really do deliver the mail in rain, sleet, and snow

____

____

workers who unplug sewer drains after heavy rains

____

____

(Continued)

Name ________________________________

volunteers who help schoolchildren cross busy intersections

linepeople who restore electrical power after power lines have been broken

volunteers in literacy programs for illiterate adults

people who work with children who have multiple disabilities

clerks at all-night grocery stores ________________________________

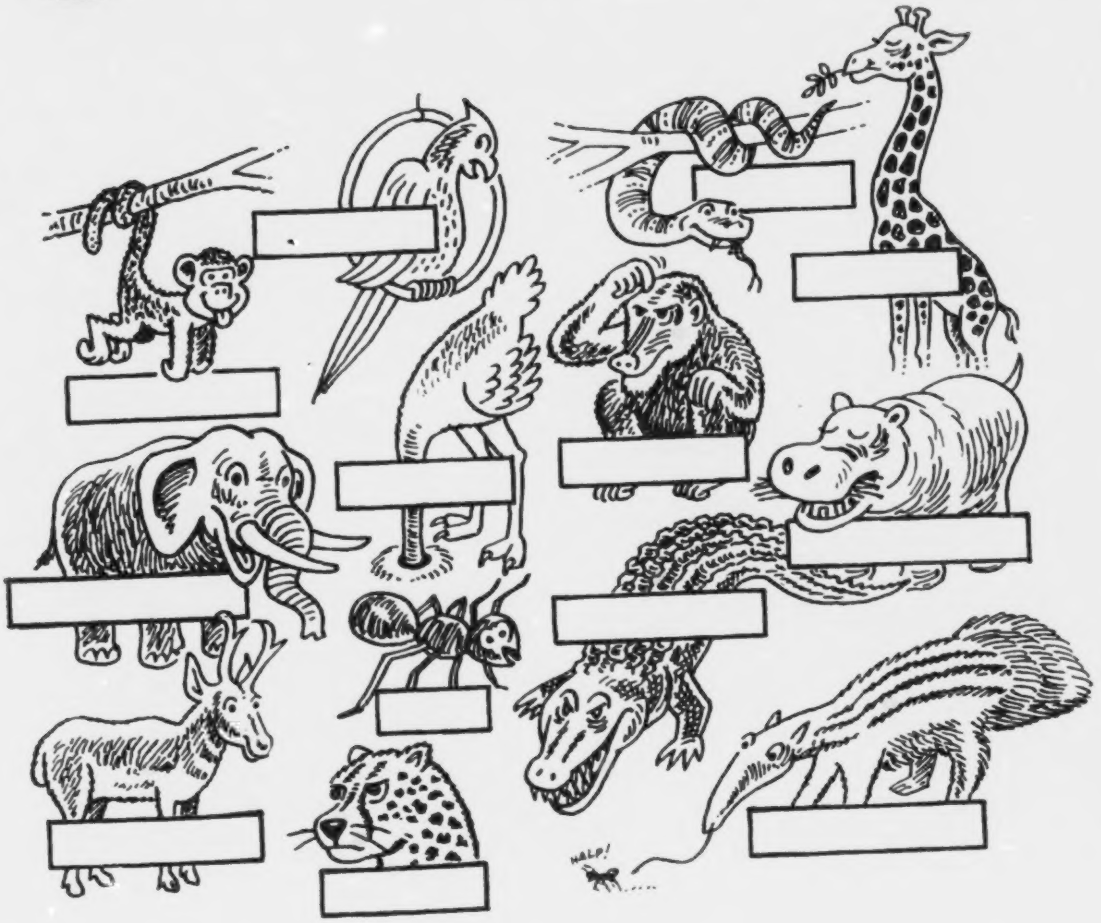
Select one of these gifts for an unsung hero and make it longer lasting, more attractive than it ordinarily is, and more practical or useful than it normally is. How would you accomplish each of these goals, given a reasonable amount of money and time?

OH, TH-THANK YOU, MR. FILTHRUP. J-JUST WHAT I'VE ALWAYS WANTED — I THINK
YOU'RE TOPS!

Name ______________________________

68

A City of Animals



Do you know the names of these animals? Put the name of each animal in the box beneath it.

Suppose these animals had their own city.

1. Which one would be the police officer? ______________________

   Why would it be a good police officer? ______________________

   ____

   How would it keep law and order? ______________________

   ____

(Continued)

Name ______________________________

2. Which one would be the firefighter? ______________________

Why would it be a good firefighter? ______________________

How would it put out fires? ______________________

____

3. Which one would be the letter carrier? ______________________

Why would it be a good letter carrier? ______________________

How would it deliver the mail? ______________________

____

4. Which one would be the street cleaner? ______________________

Why would it be a good street cleaner? ______________________

How would it clean the street? ______________________

____

5. Which one would be the dentist? ______________________

Why would it be a good dentist? ______________________

How would it pull teeth? ______________________

____

6. Which one would be the bus driver? ______________________

Why would it be a good bus driver? ______________________

How would it carry the other animals? ______________________

____

7. Which one would be the teacher? ______________________

Why would it be a good teacher? ______________________

How would it teach the other animals? ______________________

____

8. Which one would be the mayor? ______________________

Why would it be a good mayor? ______________________

153

(Continued)

Name ________________________________

How would it govern, rule, and serve the city of animals? ________________

____

____

What problems would the animals have in their city that our cities have?

____

____

What problems would the animals have in their city that our cities don't have?

____

____

What problems do our cities have that the animals' city wouldn't have?

____

____

What would be a good name for the animals' city? ________________________

In the space below, draw a map showing where the animals would live, shop, and go to have fun.

(Continued)

Name ______________________________

What games do you like to play? ______________________________

____

What game do you like best? ______________________________

____

Would any of the animals in the city of animals like to play the game you like most? ________ If so, which ones? ______________________________

____

____

1. What game do you play that a monkey would like to play? ____________
2. What game do you play that an elephant would like to play? ____________
3. What game do you play that a parrot would like to play? ____________
4. What game do you play that a crocodile would like to play? ____________
5. What game do you play that a snake would like to play? ____________
6. What game do you play that a hippo would like to play? ____________
7. Could any of the animals play a game with a balloon? ________ If so, which ones could play with a balloon? ______________________________

   Why? ______________________________

   ____

Draw a picture of an animal playing with a balloon.

Name ____________________

69

Poison

Did you know that the poinsettia, a popular Christmas plant, is poisonous? So are the elderberry and horse chestnut. Many things that we live with every day can be quite harmful if we eat them or are exposed to them in certain ways. Most often we are not injured by the poisons around us, but occasionally they become concentrated so that we are adversely affected, as in the case of the deadly smogs that have struck down hundreds of people in large cities such as London.

If you are poisoned, very often the right antidote can save your life. What poisons are you frequently exposed to? ____________________

____

What makes something a poison? ____________________

____

Is milk a poison? __________ How might milk be a poison? ____________________

____

What is the antidote for the following poisons:

arsenic ____________________

ptomaine ____________________

nicotine ____________________

Do you know the usual antidote for rat poison? ____________________

(If you don't, you should find out.) Do you know an effective remedy for poison oak or poison ivy? __________(If you don't, you should find out.)

What would be your special antidote for the following insidious social poisons:

envy ____________________

jealousy ____________________

hate ____________________

prejudice ____________________

fear ____________________

(Continued)

Name ______________________________

bitterness ______________________________

self-pity ______________________________

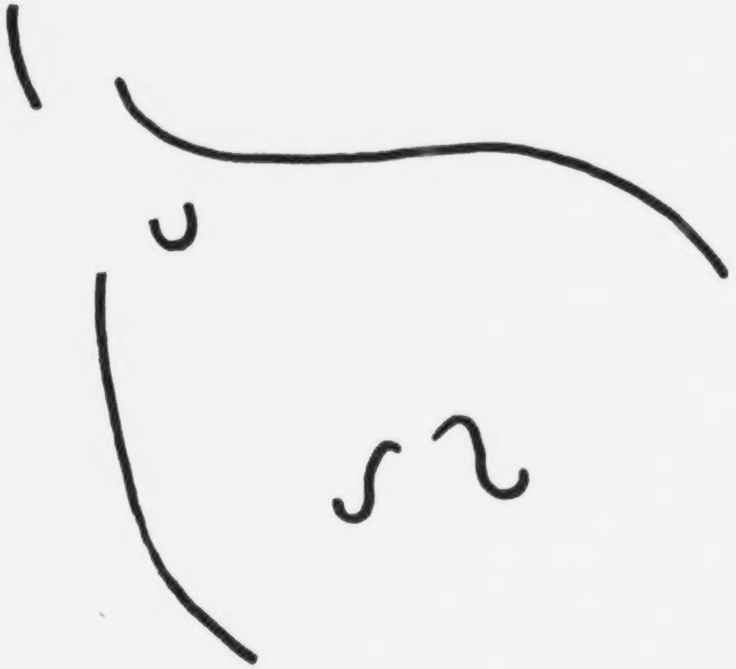
Explain one of your suggested antidotes for one of the social poisons by writing a short essay or a story that features the all-too-familiar kinds of human poisons that cripple us morally and spiritually.

(Title) ______________________________

Name

70

What Do You See?



Take a good look at the lines above. What do they make you think of?

Now rotate this piece of paper 90 degrees and look at the lines again. Does a different image emerge, one that you could easily complete by adding lines? Write down what you see now.

What if you rotate the page another 90 degrees and look at the lines again? What different image do you get now? Write it down.

(Continued)

Name ______________________________

Finally, rotate the page another 90 degrees and find out what you can see. Write it down.

____

____

Now examine the different images you have seen.

Which one do you like best? ______________________________

Which one do you think is the most unusual? ______________________

Which one is the most exciting? ___________________________

Draw the one that appeals most to you by adding as many lines and colors as you'd like.

Why don't you look into the troublesome problem of the rights of landowners versus the efforts of the federal government to preserve wetlands? Apply the principle of looking at something from several different angles. Aside from the viewpoints of the landowners and the federal government, what other interested groups have a stake in this ongoing dispute?

Name ______________________________

71

Shocking

Shock is the medical term for a sudden change in a person's physical functioning. It can be brought about by bodily trauma; electrical shocks and burns frequently bring about shocks to people. More often the word *shock* is used to describe the reaction of someone who has experienced a great surprise. What is the difference between getting a surprise and getting a shock? What must occur if there is to be genuine shock? ______________________________

____

____

Most of the time we think of shocks as events that are negative in character, as when we get some terrible news. But you can also have very pleasant shocks. Which of the following events would genuinely shock you? Explain why.

a high grade on a test when you expect a lower grade ______________________________

____

a car almost hits you ______________________________

____

no one bawls you out when you rip your best pair of pants ______________________________

____

the governor dies of a heart attack ______________________________

____

You may have heard the expression, "That shocked him into his senses." What kind of shock could bring someone to her or his senses? ______________________________

____

Explain how you could be shocked into your senses in each of the following situations:

not getting chosen ______________________________

____

getting chosen ______________________________

____

(Continued)

Name ______________________________

falling ______________________________

____

not falling ______________________________

____

finding money in your pocket ______________________________

____

not finding money in your pocket ______________________________

____

being terribly insulted ______________________________

____

not being terribly insulted when you expected to be ______________________________

____

What shock would give you the greatest pleasure? ______________________________

____

What would be your reactions to that shock? ______________________________

____

____

____

____

____

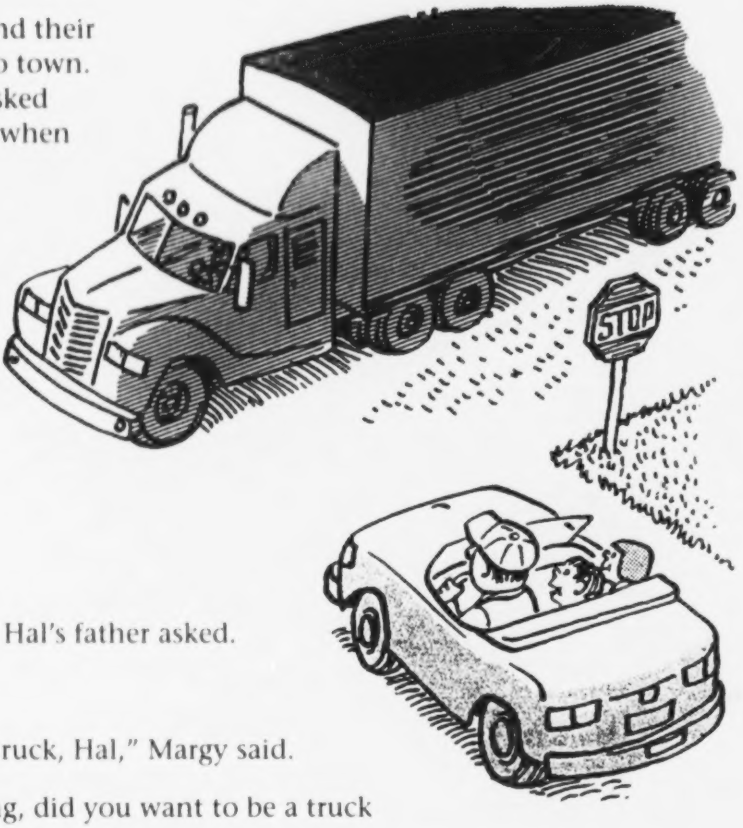
____

____

Name ____________________________________

72

The Big Red Truck



One day Hal, Margy, and their father were driving to town. On the way, Hal's father asked Hal what he wanted to be when he grew up.

Hal said, "I want to be a truck when I grow up."

Margy laughed. She was five, and Hal was only three.

Hal's father asked, "What kind of truck do you want to be?"

"A big truck," Hal said.

"What color will you be?" Hal's father asked.

"Red," Hal said.

"You would make a good truck, Hal," Margy said.

When you were very young, did you want to be a truck or a car or an airplane? ____________________________________

Did you want to be something that moves but is really not alive? ______________

Let's pretend that you are very young once more. Which of the following things would you like to be:

a wagon
a lighthouse
a rocket
a car
a train
a river

the Moon
an elevator
a boat
a kite
a camera

a fire engine
a bike
an airplane
a stove
the wind

(Continued)

BEST COPY AVAILABLE

Name ____________________

Write the name of the one you would most like to be. ____________________

What color would you be? ____________________

How big would you be? ____________________

What would you be doing? ____________________

Sometimes it's fun to pretend that you are a rocket or the wind. But you really can never be anything but a person. How is a person different from the wind or a car or a truck? ____________________

Why is it good to be a person? ____________________

Name ______________________________

73 Rapid Growth

We read and hear about various things mushrooming, and because of our personal experiences in seeing mushrooms or toadstools pop up suddenly in lawns and other places, we know that anything that mushrooms grows or spreads rapidly. It has been said that cults of various kinds have mushroomed in recent years, for example. What will grow rapidly in the future?

Following is a list of three groups of important and not-so-important items. Select the one from each group that is very likely to mushroom in the next century.

I	II	III
nuclear plants	communicable diseases	lies
mini-computers	libraries	recipe books
deserts	wars	gossip
suburbs	home movies	graffiti
farms	religious groups	ethnic jokes
metropolises	bankruptcies	propaganda
motorized bicycles	divorces	literacy
guitars	athletic clubs	public lectures
fast food businesses	drug addiction	legends
solar-heated buildings	faith healings	alibis
television stations	labor strikes	patriotic speeches
genetic mutations	retirement clubs	hobby magazines

Which of the items in the first column do you think will be most likely to proliferate to the greatest degree over the next twenty to thirty years? ____________________

Why do you think so? ______________________________

____

____

____

____

____

(Continued)

Name ______________________________

Which of the items in the second column do you think will be most likely to mushroom over the next twenty to thirty years? ______________________

Why do you think so? ______________________________________

____

____

____

____

____

Which of the items in the third column will be most likely to grow rapidly over the next twenty to thirty years? ______________________________

Why do you think so? ______________________________________

____

____

____

____

____

Of the three items you have chosen, which one will be the most important?

____

After thinking a bit more about the items you believe will most alter our lives in the early part of the next century, look into the subject in greater depth by reading futurist periodicals and other publications investigating the subject.

Imagine that you are a reporter for a newspaper twenty years or so from now. The item you have chosen is really widespread, and your editor wants you to write a feature story of approximately 1,000 words about how it came to grow so rapidly and the effects of that growth. As a good journalist, you know you must answer the questions Why? What? Where? and When? at the beginning of the feature story. Your thousand words will allow you to explore in some detail the item that has mushroomed, but newspaper writing means writing succinctly, that is, briefly and to the point. So don't get carried away and ramble on about one or two points.

(Continued)

Name ______________________________

You can jot down your notes for the story in the space below.

Name ______________________________

74 Locked Out

This is a story—and we are pretty sure it is true—of a mother whose son almost quit school because of a locker. Before his first day in junior high school, the boy and his mother visited the school. His mother thought it would be an especially good idea since they had just moved into town. The boy learned that all students had their own lockers, and he was given the number of his locker and its combination. His mother suggested that they examine his locker because on the first day of the following week he would have to be able to open it. Having never opened a locker with a combination lock, the boy was apprehensive. Sure enough, he wasn't able to open the lock. His mother helped him, and they finally were able to open the lock. The boy's weekend thoughts of school were poisoned by fears that he wouldn't be able to open his locker on Monday.

When the terrible day arrived, he reached his locker a half hour before the bell was to ring for the first class and struggled with the combination lock for several minutes. When other students crowded around him, opening their lockers, he gave up and went to class. In the first three periods he was given three textbooks and three assignments. During the noon recess he tried unsuccessfully to open his locker again. Red-faced, he went to the office to make sure he had the correct combination. The assistant principal accompanied the boy to his locker to make certain that the lock was operating all right. It was. He put his books into the locker and went to lunch. After the noon hour ended, however, he couldn't open the locker. He went home in a very dejected frame of mind.

After telling his mother about his inability to open the locker, the boy went to his room, but he couldn't do his homework lessons because his books were in the locker at school. When his teachers asked for the completed assignments on Tuesday, the boy wasn't able to hand anything in to them. He went home in an awful state of depression. "Why don't you have another student help you?" his mother asked when she learned of her son's plight. The boy said he would ask someone, but because he hadn't yet made any friends at school, he knew he wouldn't.

On Wednesday he was embarrassed when two of his teachers asked their students to read sections from their textbooks and his were still in his locker. The young man thought about going to the assistant principal again, but he couldn't bring himself to ask the man for help. The assistant principal hadn't been exactly unfriendly when he'd assisted the boy before, but he hadn't been particularly kind, either. The boy's only thoughts that evening were of never going to school again.

When his mother came home from work she knew immediately that her son hadn't been able to open his locker. The door to his room was closed, and there was no mess in the kitchen. Being an understanding woman, she didn't press him

(Continued)

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Name ______________________________________

about the problem. After considerable thought that evening, she came up with a plan. She would rehearse opening the locker with her son at home until the whole operation was second nature to him. She cut out two pieces of cardboard, wrote numbers on the larger piece, and put them together with a pin, making something that would work like a combination lock. After a good deal of coaxing, the boy consented to practice moving the small piece of cardboard to the numbers on the larger piece, following the sequence of numbers on a now-crumpled piece of paper. She discovered his problem—he was turning it clockwise when he should be turning it counterclockwise, and vice versa.

Now there was only one more thing the woman could do to help her son, but it was risky. Nevertheless, at 6:30 A.M. she drove him to school. Except for a back door leading from the main building to the playground, all the doors were locked. The custodian was in the boiler room having a cup of coffee, so he didn't see a lady and a boy furtively enter the building from the rear and head for the lockers in the hall. With his mother watching anxiously, the boy opened his lock the first time. Relieved, she went back home to have a second cup of coffee. He took out his books and went to the restroom.

Is it more embarrassing to be unable to open a locker in the gym than in the main building? ________

Why or why not? ____

____

____

____

When you think of a locker, what comes to your mind? ____________________

____

____

____

Would schools be better if they didn't have lockers? __________

Why do you think so? ____

____

____

____

(Continued)

Name ______________________________

Most of us have had an embarrassing experience with an inanimate object such as a lock, household appliance, bicycle, television set, or gadget. Maybe you can recall such an incident that you or someone you know had. Write a brief story about that experience. You can either write it in the first person, or you can give the embarrassed person a fictitious name. Outline the main parts of your story in the space provided below.

(Title) ______________________________

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Name ______________________________

75

Relaxed Tension

Some authorities contend that the secret to both athletic and intellectual success is "relaxed tension." On the face of it, you might suppose that this is more double-talk by people who want to sound important. When a person is tense, how can he or she also be relaxed?

Actually, the notion makes sense if you consider that when an individual is at ease but ready to react he or she is in exactly the right condition to leap over a high jump bar or to write a good examination paper. It's a matter of balancing two opposites, of reconciling two opposing forces in your makeup. If you are too tense or too relaxed, you won't do well on the examination nor will you clear the high jump bar. This same principle holds true in social situations. If you are alert but not "tied-up," you are more likely to make a good impression on others. So all of us really are engaged in the business of reconciling opposites in our natures most of the time.

Let's investigate several other apparent contradictions that might be quite plausible when considered from certain points of view. See if you can explain how each of these expressions might make sense.

little giant ______________________________

____

clearly confusing ______________________________

____

serious nonsense ______________________________

____

silent cheering ______________________________

____

tolerant bigot ______________________________

____

tuneless song ______________________________

____

(Continued)

Name ______________________________

meticulously dirty ____

____

clumsy grace ____

____

Sometimes we say one thing and do another. For example, we say it is awful to gossip but we enjoy it so much we wouldn't think of giving up gossiping. Even our government engages in contradictory behavior—while one branch of the government subsidizes the tobacco industry, the Surgeon General requires warnings about the hazards of smoking and cigarette advertising is banned on television.

Can you see any contradictions in your own behavior? ________

If so, what are they?____

____

____

____

____

____

What is society doing now that doesn't make sense for a healthy and prosperous future? Think of what we are doing that is not in our own best interests regarding the following:

public safety ____

____

____

____

the surveillance of citizens by the government ____________________

____

____

____

(Continued)

Name ______________________________

international espionage ______________________________

____

____

____

the purchase of smaller corporations by larger ones ______________________________

____

____

____

public health ______________________________

____

____

____

the consumption of fossil fuels ______________________________

____

____

____

the consumption of other fuels ______________________________

____

____

____

If you can't think of ways we are acting unwisely in any of these areas, read some national periodicals and ask people who are well informed about what is happening in the world.

172

(Continued)

Name ______________________________

Select one of the ways we are behaving contrary to our best interests and write an editorial about the situation. Tell what is happening and how people should begin to behave to counteract the trend. You can sketch out your ideas in the space below.

173

Name ________________________________

76 Emotion

Although our emotions can get us into trouble sometimes, life would be awfully drab if it were devoid of emotion. If you saw and heard someone describing an umpire's bad decision, the death of a pet, a new television program, the first lovely day of spring, a newborn baby's looks, or a fight, you would surely be able to detect some feelings or emotions in what you saw and heard. It would be quite remarkable if you didn't.

(Continued)

Name ______________________________

Can you think of any event that can be described without any emotion being revealed on the part of the speaker? ______________________________

When you think of the governor, what feelings do you have? ______________________________

When you think of the mayor, what feelings do you have? ______________________________

When you think of the president, what feelings do you have? ______________________________

When should there be more emotion in government? Explain. ______________________________

When should there be less emotion in government? Explain. ______________________________

Name ____________________

77

Signs of Success

The idea of success is always with us. Either consciously or unconsciously, we are concerned with success most of the time. There are many ways of determining success. Can you think of a few? Name them.

____

____

____

____

____

More and more awards are being given these days. In fact, televised sporting events have accentuated the trend by giving "Player of the Game," "Player of the Series," "Player of the Tournament," "Defensive Player of the Game," "Offensive Player of the Game," and "Player of the Year" awards in profusion. What measures of success do we have for the following?

having lots of friends ____________________

____

writing prose and poetry ____________________

____

promoting peace ____________________

____

driving safely ____________________

____

having teachers appreciate you ____________________

____

being very talented ____________________

____

(Continued)

Name

inventing new gadgets

Of the awards you have listed, which do you consider the most worthwhile?

Why do you think so?

Of all the signs of success, which is the one you would most like to obtain?

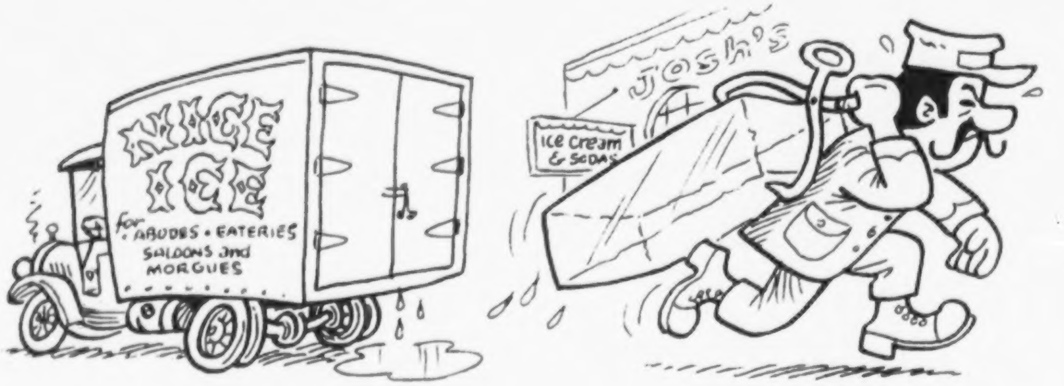
Explain why.

Name ______________________________

78

Occupational Evolution

Many jobs have disappeared and many others have appeared in the past century. In large part, these changes have taken place because of advances in technology. Among the jobs that no longer exist are the iceman delivering chunks of ice from a truck and the messenger delivering telegrams on a bicycle. With the introduction of refrigerators, people no longer had any use for iceboxes—the boxes are sold as antiques now. Messengers on bicycles were replaced first by people delivering telegrams in cars and then by people sending the telegrams by telephone and mail.


NICE ICE
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JOSH'S
Ice Cream & Sodas

Undoubtedly many more jobs will disappear in the future and many others will be created. Why don't you do some guessing about how the job market will evolve? Following is a list of six occupations that have changed during the past three generations. What will they become in the future?

When Your Grandparents Were Born	When You Were Born	When Your Children Are Born
radio repairperson	TV technician	______
cobbler	shoe factory worker	______
streetcar conductor	bus driver	______
radio actor	TV actor	______
peddlar of household goods	door-to-door salesperson of cooking utensils	______
typist	word processor	______

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(Continued)

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Name

What other jobs will cease to exist when your children are your age?

Name ____________________________

79 In Two Places at the Same Time

Jon's specialty was running around a lot. He was always in a hurry to get someplace, and he always had someplace to go. People were used to seeing him scurry about, and most didn't mind if he was a little abrupt in breaking away from a conversation or not taking much time to exchange pleasantries. Jon wanted to get on with the many tasks he had to perform, and, since he seemed industrious and didn't ask for many favors, no one interfered with him.

One day Jon's friends noticed that he wasn't in school. When one of his friends phoned Jon's home that night to see if he was all right, no one answered the telephone. It may have meant nothing that Jon was absent from school and no one was home at night, or it may have been indicative of something serious.

What do you think happened to Jon? Give your opinion of why Jon rushed around, then explain why you think he was absent from school.

180

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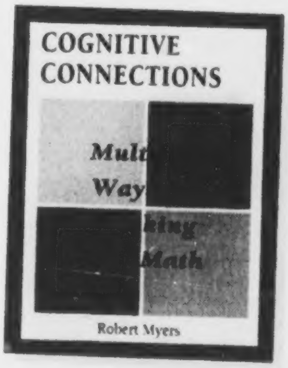

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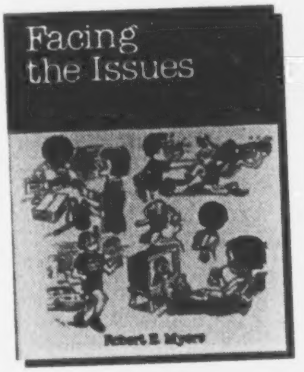

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About the Author

Robert E. Myers, Ed.D., has had an exceptionally varied career in education. He has been an elementary, middle school, college, and university teacher as well as an educational filmmaker, researcher, and state curriculum specialist. These experiences in dealing with students, teachers, administrators, and parents give him a special perspective that has found voice in various publications, including Facing the Issues *and* Cognitive Connections: Multiple Ways of Thinking with Math, *and the collaborative effort with E. Paul Torrance,* What Next?

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ISBN 1-56976-054-3